



2002

# Bridgewater State College Factbook, Academic Year 2001-2002

Office of Institutional Research and Assessment, Bridgewater State College

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# BRIDGEWATER STATE COLLEGE

## *Factbook*



*Academic Year*  
*2001 - 2002*

***Office of Institutional  
Research & Assessment***

*Boyden Hall, Room 104  
Bridgewater State College*

*(508) 531-1704*

*WWW.BRIDGEW.EDU/DEPTS/IR*

*"Not to be ministered unto, but to minister."  
1840 - 2002*



September 2002

Dear Reader:

It is my pleasure to present to you the 2001-2002 Bridgewater State College Factbook. This document is designed to provide a profile of the campus and its students, faculty, and staff. This year, the Factbook will also be available on-line at <http://www.bridgew.edu/depts/ir>. If you need additional information about Bridgewater State College that is not included in this report, please contact the Office of Institutional Research and Assessment.

I would like to extend my thanks to the staff of the Office of Institutional Research and Assessment for their outstanding effort in preparing this report.

I hope you will find this helpful and informative and, as always, I welcome your comments.

Sincerely,

Dana Mohler-Faria  
President

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# *Administration*

*Office of Institutional Research and Assessment*

**Massachusetts Board of Higher Education  
August 2002**

Stephen P. Tocco, *Chairman*  
Jane C. Edmonds, *Vice Chair*  
Matthew E. Carlin  
David P. Driscoll  
M. Howard Jacobson  
Kathy Kelley  
Catherine Wilder Labine  
Peter Nessen  
Aaron D. Spencer  
John St. Croix  
Richard Taylor

**Bridgewater State College  
Board of Trustees  
August 2002**

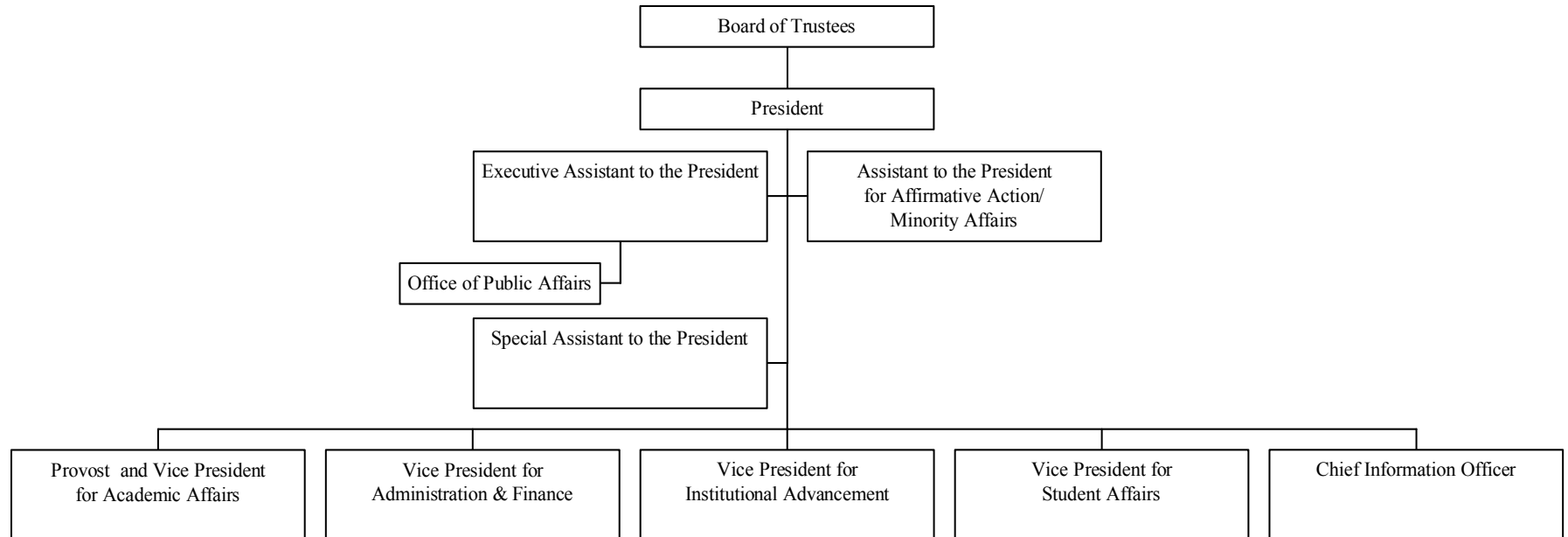
David B. Jenkins, *Chairman*  
Paul T. Gannon, *Vice Chairman*  
Franklin P. Ollivierre, *Secretary*  
Mary Hart Cogan  
Michael McCue  
Arthur C. George, J.D.  
Matthew Keswick  
Judith Block McLaughlin, Ed.D.  
Tara Auciello, Student



## **President's Division August 2002**

President	Dana Mohler-Faria
Executive Assistant to the President	Victor DeSantis
Special Assistant to the President	Susan McCombe
Director of Public Affairs	Eva Gaffney
Assistant to the President for Affirmative Action and Minority Affairs	Alan Comedy
Provost and Vice President for Academic Affairs	Nancy Kleniewski
Acting Vice President for Administration and Finance	Miguel Gomes
Vice President for Institutional Advancement	Vacant
Vice President for Student Affairs	Lynette Willett
Chief Information Officer	Bill Davis

## President's Division August 2002



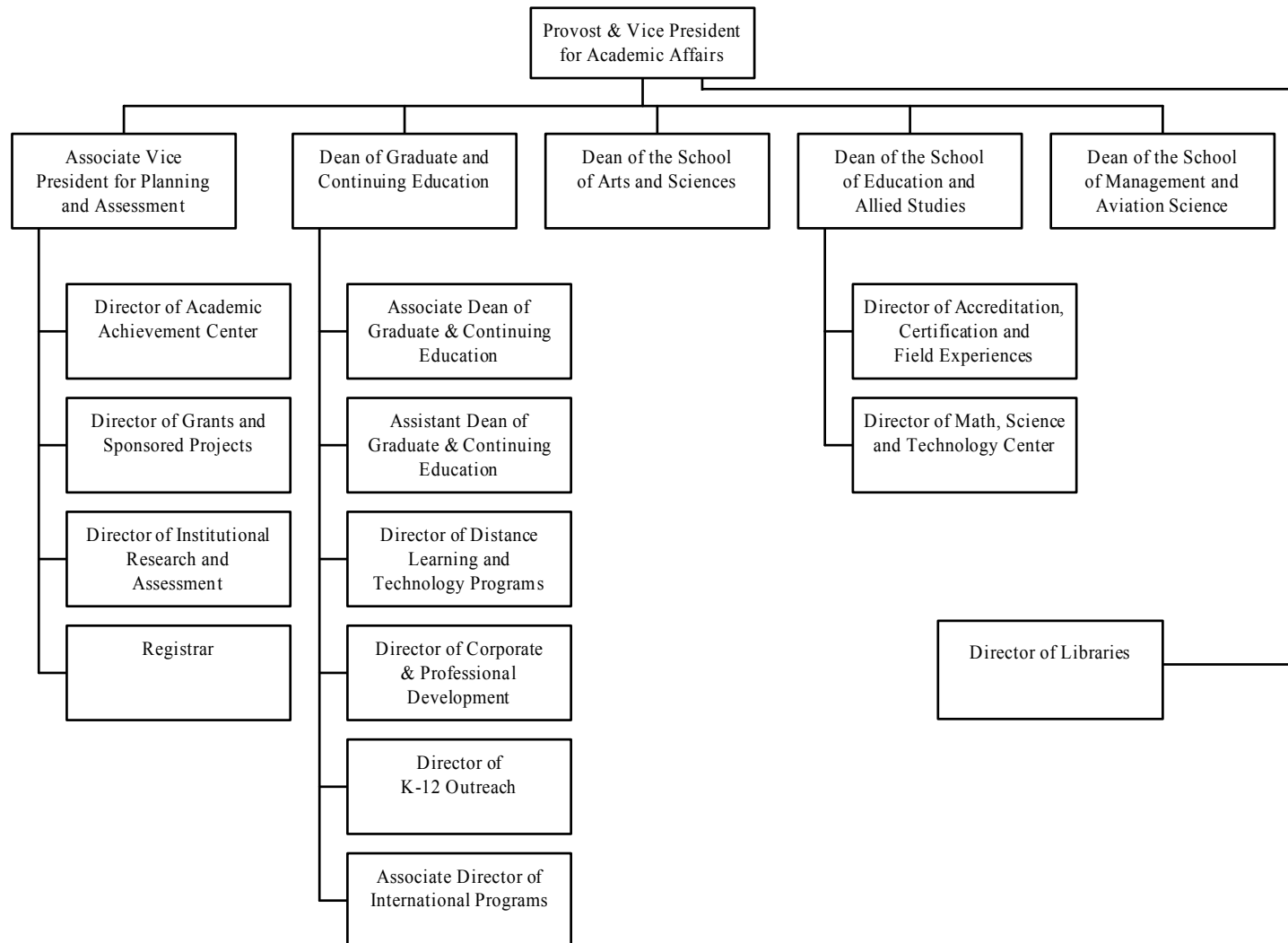
## **Academic Affairs Division**

### **August 2002**

Provost and Vice President	Nancy Kleniewski
Associate Vice President for Planning and Assessment	Patricia O'Brien
Dean of the School of Arts and Sciences	Howard London
Acting Dean of the School of Education and Allied Studies	Edward Minnock
Dean of the School of Management and Aviation Science	Laurence Richards
Dean of Graduate and Continuing Education	Edward Minnock
Associate Dean of Graduate and Continuing Education	Paul Wright
Assistant Dean of Graduate and Continuing Education	Raymond Guillette
Director of the Academic Achievement Center	Peggy Smith
Director of Accreditation, Certification and Field Experiences	Mary Ann McKinnon
Director of Corporate & Professional Development	Stephen Andrade
Director of Distance Learning and Technology Programs	Mary Fuller
Director of Grants and Sponsored Projects	Frances Jeffries
Director of Institutional Research and Assessment	Shu-Ling Chen
Director of K-12 Outreach	Jane Souza
Acting Director of Libraries	Cynthia Svoboda
Director of Math, Science and Technology Center	Carl Walker
Registrar	Irene Checkovich
Associate Director of International Programs	Robin Melavalin

# Academic Affairs Division

## August 2002



## **Academic Department Chairpersons August 2002**

### **School of Arts and Sciences**

Art	Roger Dunn
Biological Sciences	F. Hardy Moore
Chemical Sciences	Frank Gorga
Communication Studies and Theatre Arts	Arthur Dirks
Earth Sciences and Geography	Peter Saccocia
English	Evelyn Pezzulich
Foreign Languages	Atandra Mukhopadhyay (Acting)
History	Jean Stonehouse
Mathematics and Computer Science	Richard Quindley
Music	Steven Young
Philosophy	Edward James
Physics	Jeffrey Williams
Political Science	Michael Kryzanek
Psychology	Elizabeth Englander
Social Work	Lucinda King-Frode
Sociology, Anthropology and Criminal Justice	Walter Carroll

## **Academic Department Chairpersons August 2002**

### **School of Education and Allied Studies**

Elementary and Early Childhood Education	John Marvelle
Secondary Education and Professional Programs	Joanne Newcombe (Acting)
Movement Arts, Health Promotion and Leisure Studies	Marcia K. Anderson
Special Education	Robert MacMillan

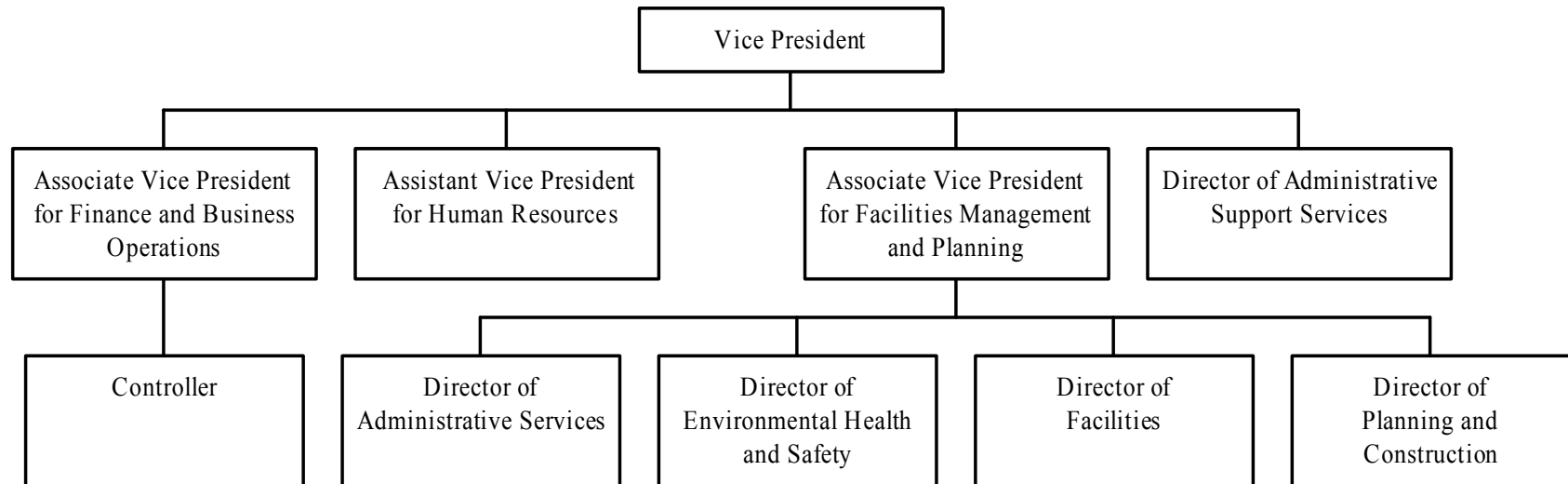
### **School of Management and Aviation Science**

Accounting and Finance	Carleton Donchess
Aviation Science	Michael Farley
Economics	Daniel Lomba
Management	Mercer Fellouris

## **Administration and Finance Division August 2002**

Acting Vice President	Miguel Gomes
Associate Vice President for Facilities Management and Planning	Vacant
Associate Vice President for Finance and Business Operations	Cindy Meyer
Assistant Vice President for Human Resources	Nancy Ferguson
Controller	Wayne Doel
Director of Administrative Services	David Morwick
Director of Administrative Support Services	Margarida Vieira
Director of Environmental Health and Safety	Patricia Delaney
Director of Facilities	Denis Maguy
Director of Planning and Construction	Karen Jason

## Administration and Finance Division August 2002



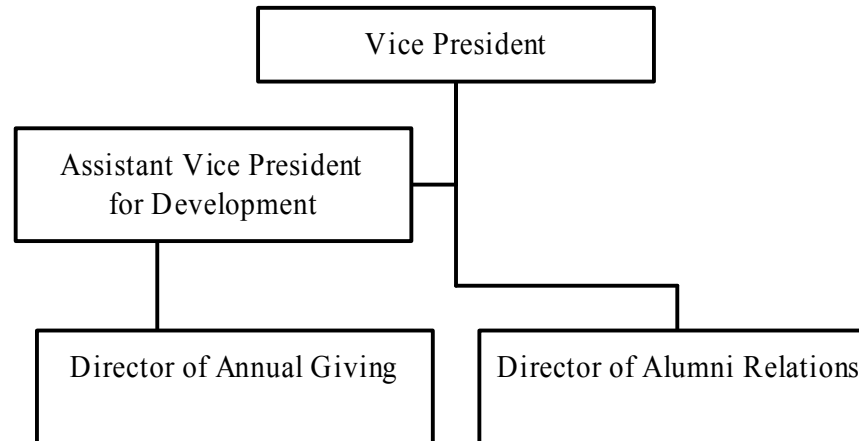


## **Institutional Advancement Division**

### **August 2002**

Vice President	Vacant
Assistant Vice President for Development	Jane Bradford
Director of Annual Giving	Barbara LaFrance
Director of Alumni Relations	Candace Maguire
Director of Public Affairs	Eva Gaffney

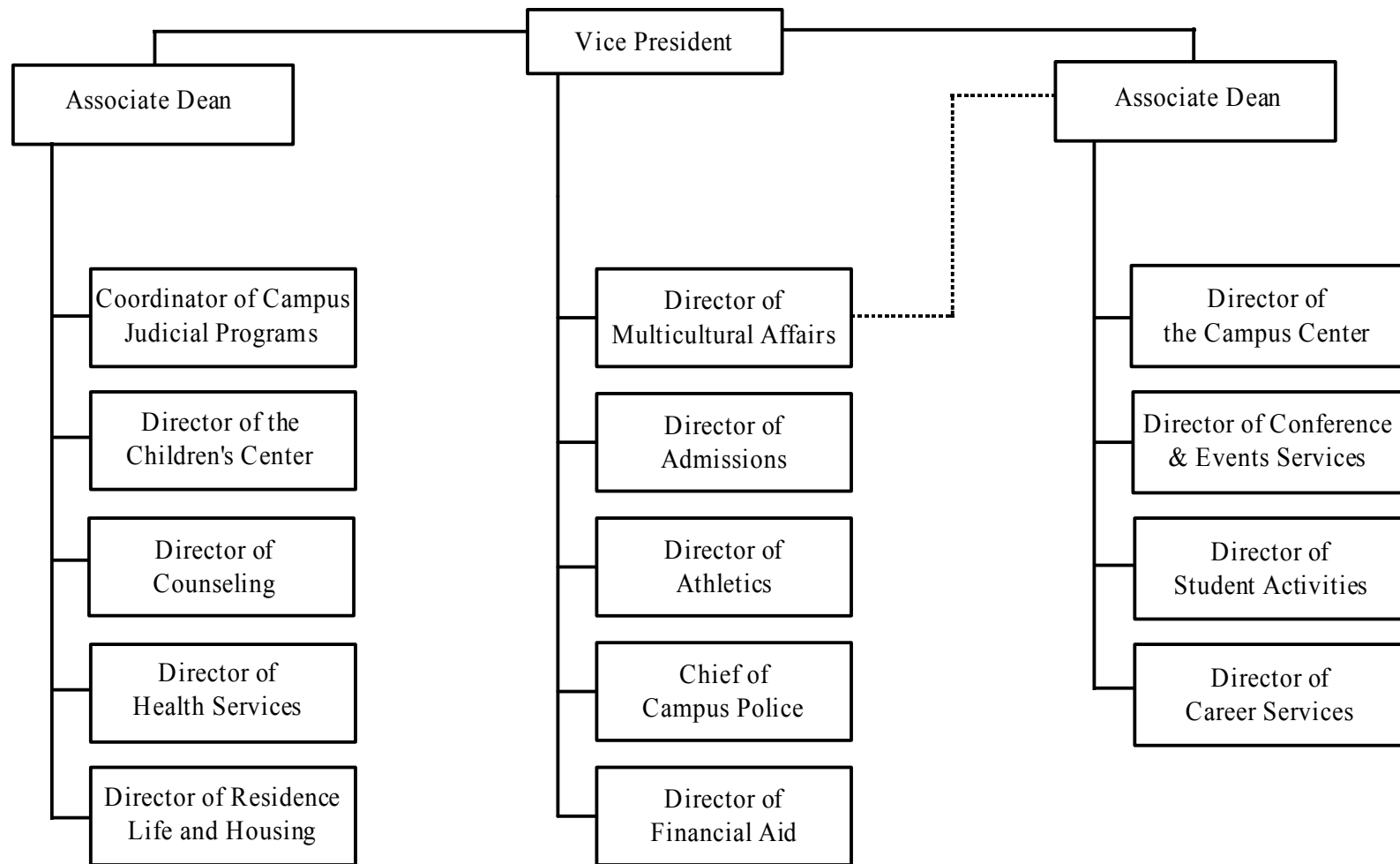
## **Institutional Advancement Division August 2002**



## **Student Affairs Division August 2002**

Vice President	Lynette Willett
Associate Dean	Catherine Holbrook
Associate Dean	Anthony Esposito
Chief of Campus Police	David Tillinghast
Acting Director of Admissions	Marian Spencer
Director of Athletics & Recreation	John Harper
Director of Campus Center	James Hallenbeck
Director of Career Services	Brian Salvaggio
Director of the Children's Center	Nancy Clark
Director of the Conference and Event Services Office	Laura Aikey
Director of Counseling	Grace Seibert-Larke
Director of Financial Aid	Janet Gumbris
Acting Director of Health Services	Mary Lou Frias
Director of Multicultural Affairs	Andrea Garr-Barnes
Director of Residence Life and Housing	Beth Moriarty
Director of Student Activities Office	Cindy Kane
Coordinator of Campus Judicial Programs	Vacant

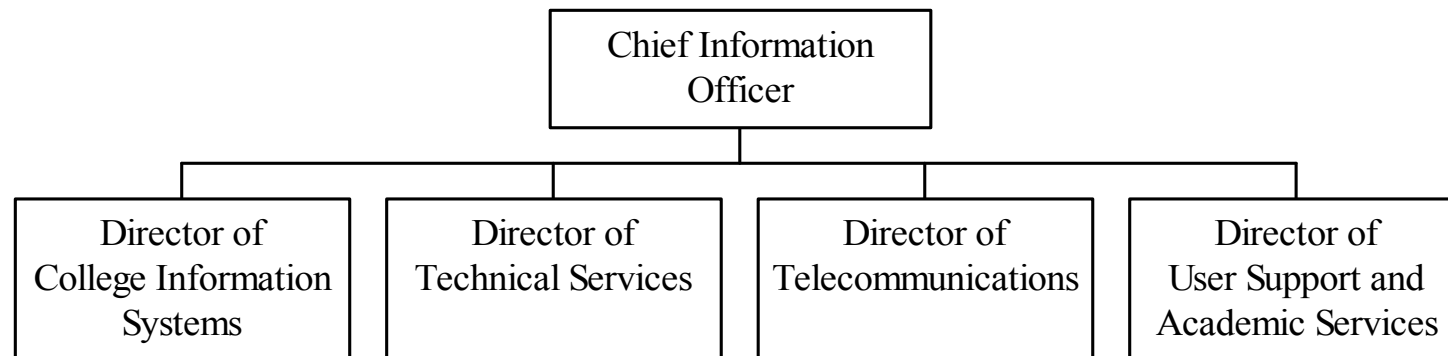
## Student Affairs Division August 2002



## **Information Technology August 2002**

Chief Information Officer	Bill Davis
Director of College Information Systems	Thomas Groh
Director of Technical Services	Scott McNeilly
Director of Telecommunications	Patrick Cronin
Director of User Support and Academic Services	William Singleton

## Information Technology Division August 2002

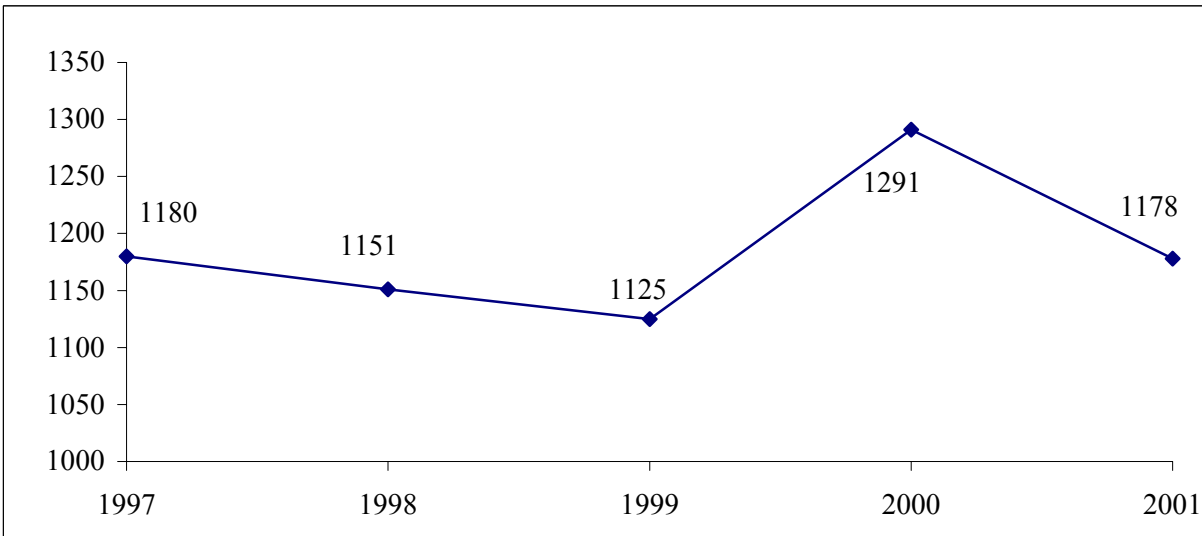




# *Admissions Data*

*Office of Institutional Research and Assessment*

## Freshman Admissions Fall 1997 – 2001



In Fall 2001, BSC accepted 7 of every 10 students who applied. Of those who were accepted, 1 out of every 3 chose to enroll at Bridgewater.

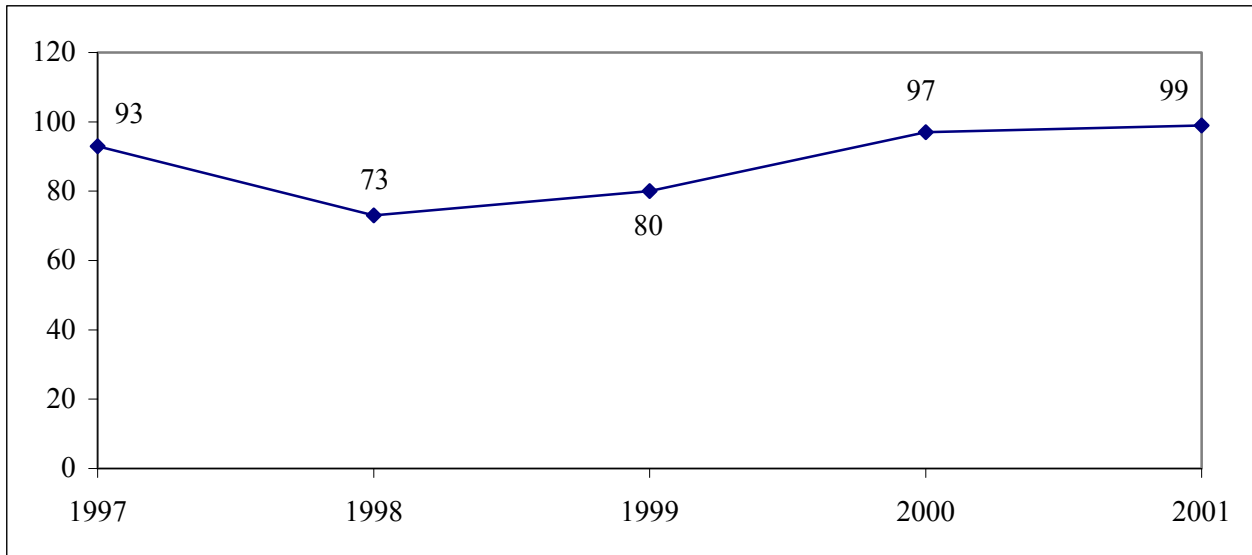
	1997	1998	1999	2000	2001
<b>Applied</b>	4754	5072	4680	4463	4680
<b>Accepted</b>	3440	3557	3569	3626	3484
<b>Enrolled</b>	1180	1196	1125	1291	1178
<b>Selectivity</b>	72%	70%	76%	81%	74%
<b>Yield</b>	34%	34%	32%	36%	34%

*Note: Selectivity = # accepted/# applied, Yield = # enrolled/# accepted*



## Students of Color Admissions\*

### Fall 1997 – 2001



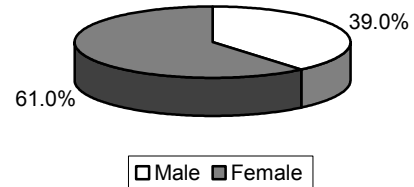
	1997	1998	1999	2000	2001
<b>Applied</b>	385	409	386	419	503
<b>Accepted</b>	289	280	253	284	362
<b>Enrolled</b>	93	75	80	97	99
<b>Selectivity</b>	75%	68%	66%	68%	72%
<b>Yield</b>	32%	27%	32%	34%	27%

*Note: Selectivity = # accepted/# applied; Yield = # enrolled/# accepted*

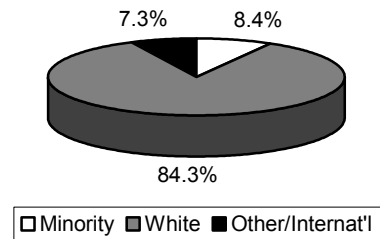
*\*Figures do not include international students.*

## Profile of First-Time Freshmen Fall 2001

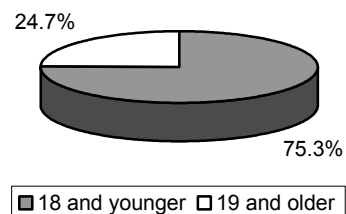
Gender	Frequency	Percent
Male	460	39.0
Female	718	61.0



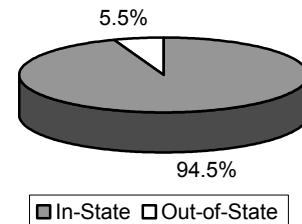
Ethnicity	Frequency	Percent
Native American	3	0.3%
Asian	16	1.4%
Black	49	4.2%
Hispanic	31	2.6%
White	993	84.3%
International	23	2.0%
Other	63	5.3%



Age	Frequency	Percent
16-17	38	3.2%
18	840	71.3%
19	239	20.3%
20	16	1.4%
21-25	21	1.8%
26-30	1	0.1%
31+	11	0.9%
Unknown	12	1.0%



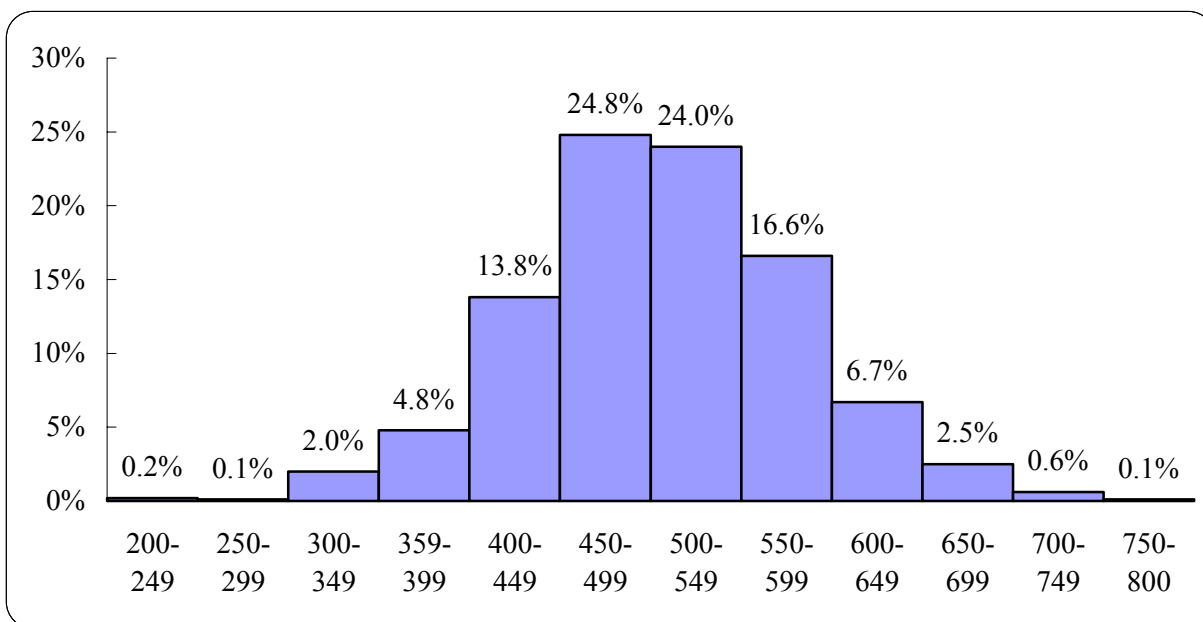
Residence	Frequency	Percent
Massachusetts	1,113	94.5%
Other N.E.	33	2.8%
Other U.S.	9	0.8%
International	23	2.0%



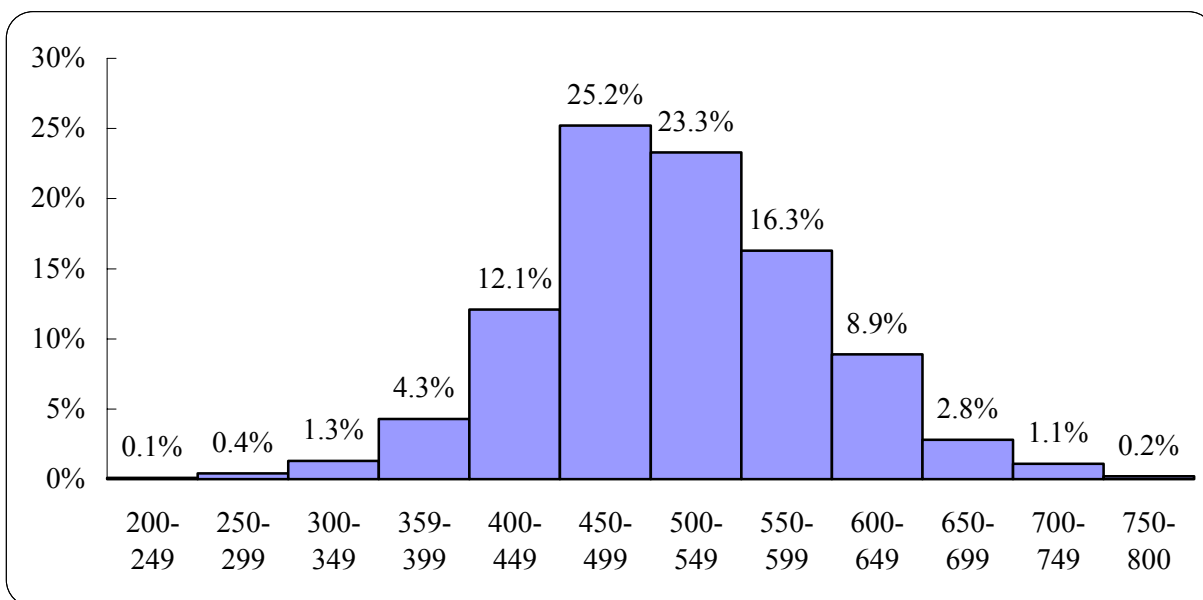
## Distribution of SAT Scores of First-Time Freshmen Fall 2001

Mean Score (Math): 500	Middle 50% (Math): 450-550
Mean Score (Verbal): 507	Middle 50% (Verbal): 460-560

### Math SAT Scores



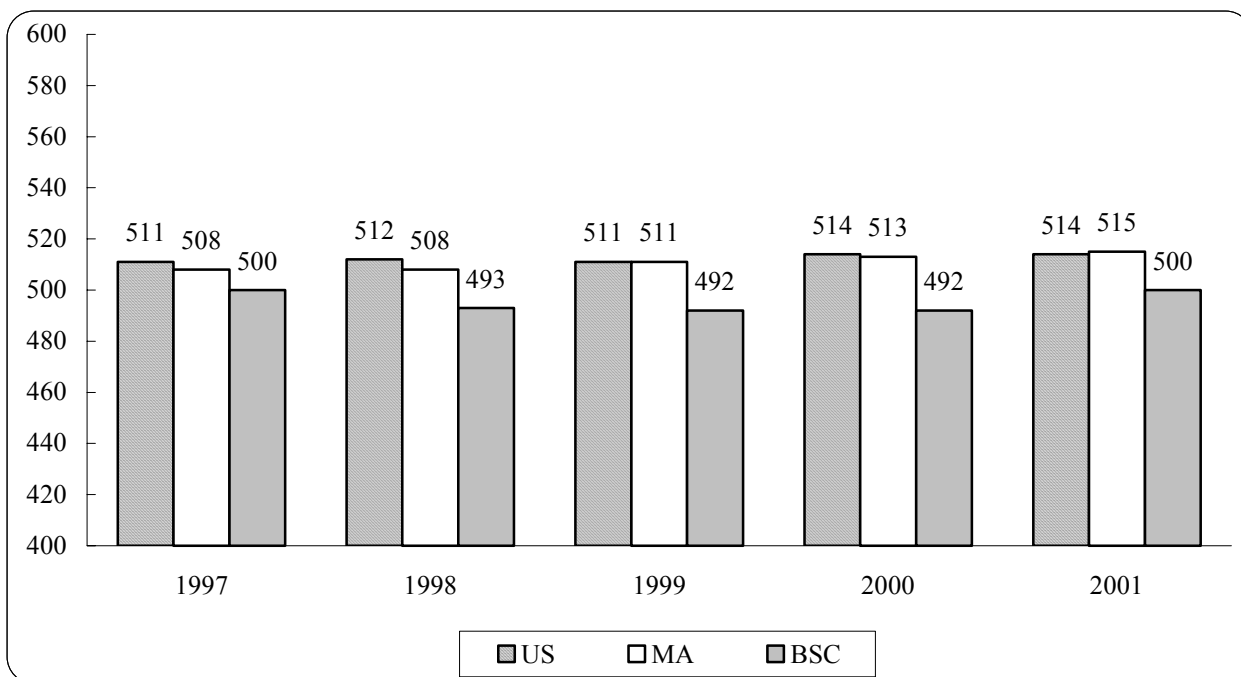
### Verbal SAT Scores



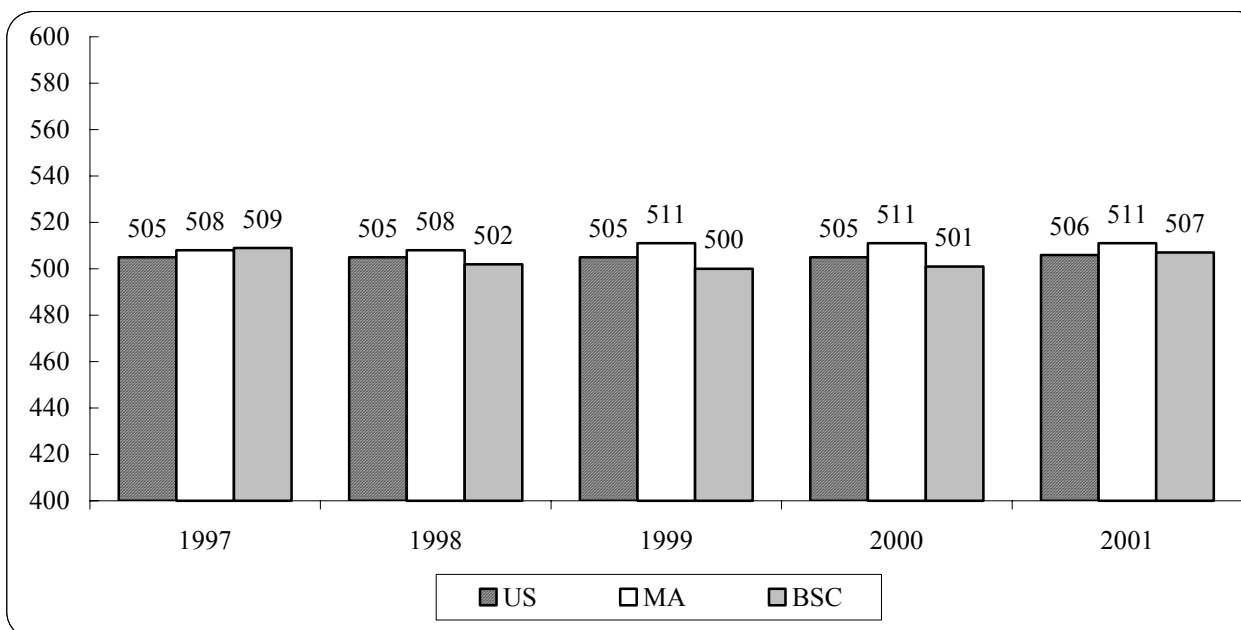
## SAT Comparison: BSC/MA/US Fall 1997-2001

For the past five years, average SAT scores at BSC have been comparable to national and state averages.

### Average Math Scores



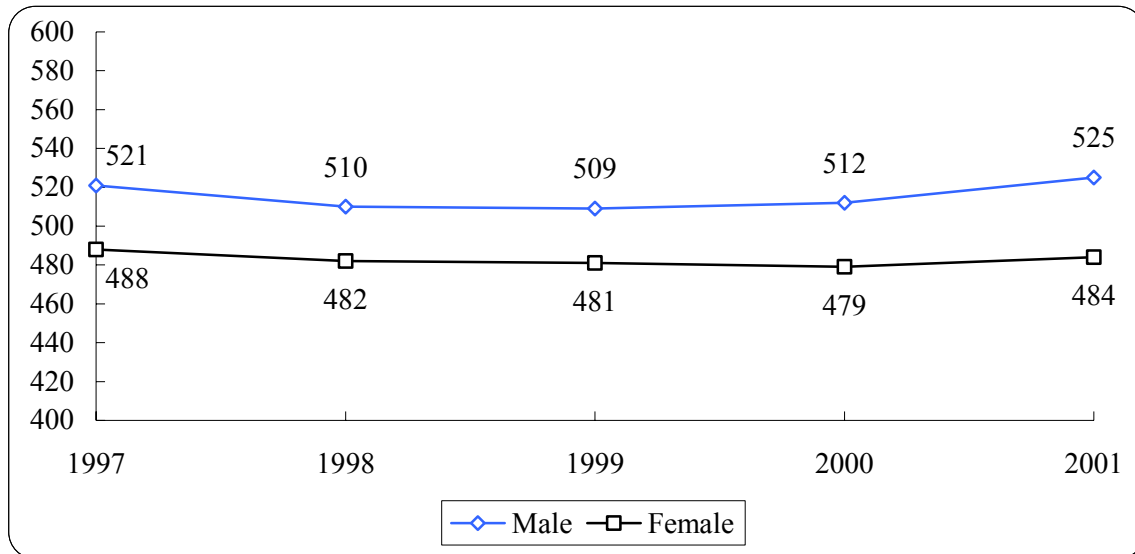
### Average Verbal Scores



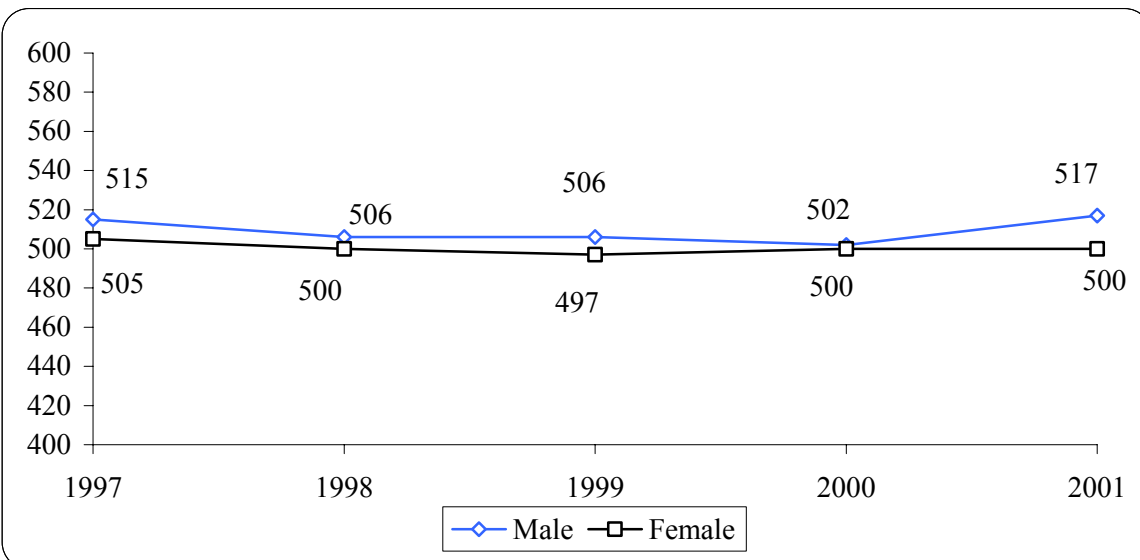
## SAT Scores: Comparisons by Gender Fall 1997-2001

For 2001, on average, men scored approximately 40 points higher than women on the Math test. The difference is less pronounced for the SAT Verbal test scores.

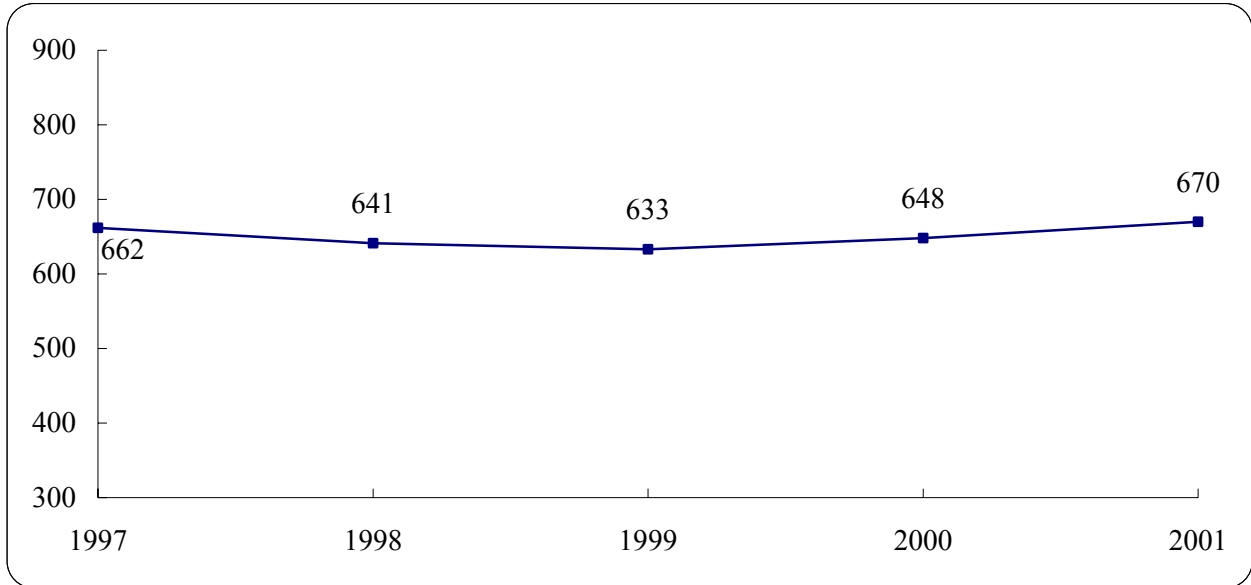
### Average Math SAT Scores



### Average Verbal SAT Scores



## Transfer Admissions Fall 1997-2001



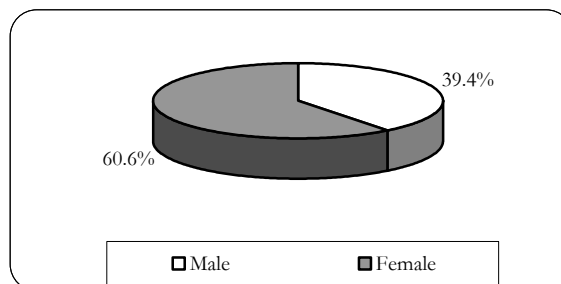
BSC accepts 9 out of every 10 transfer students who apply. Of those who are accepted, 2 out of every 3 choose to enroll at Bridgewater.

	1997	1998	1999	2000	2001
<b>Applied</b>	1233	1057	1121	1060	1136
<b>Accepted</b>	1105	948	982	961	1047
<b>Enrolled</b>	662	596	633	648	670
<b>Selectivity</b>	90%	90%	88%	91%	92%
<b>Yield</b>	60%	63%	64%	67%	64%

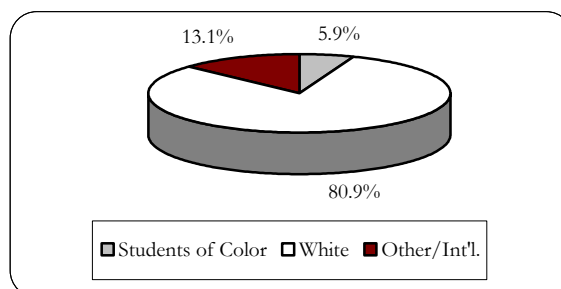
*Note: Selectivity = # accepted/# applied; Yield = # enrolled/# accepted*

## Profile of Transfer Students Fall 2001

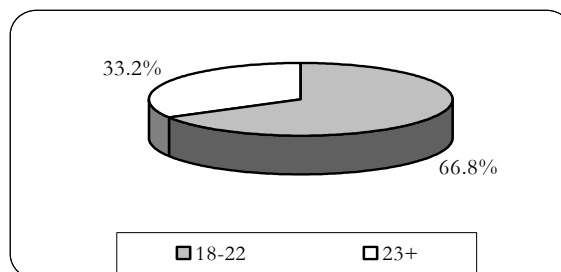
Gender	Frequency	Percent
Male	264	39.4%
Female	406	60.6%



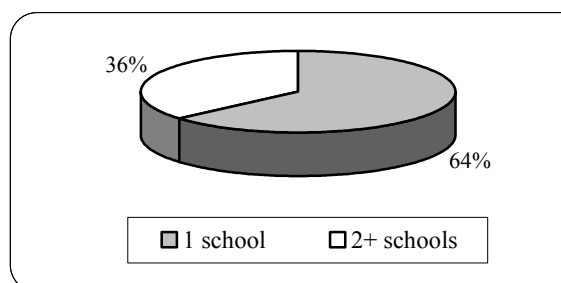
Ethnicity	Frequency	Percent
Native American	2	0.3%
Asian	8	1.2%
Black	25	3.7%
Hispanic	5	0.7%
White	542	80.9%
International	13	1.9%
Other	75	11.2%



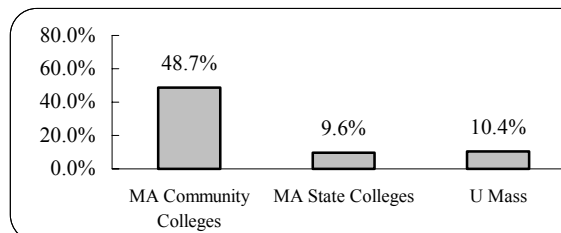
Age	Frequency	Percent
16-17	0	0.0%
18-20	255	38.0%
21-22	193	28.8%
23-25	77	11.5%
26-30	56	8.4%
31+	89	13.3%



Transfers entering with credit from:	Frequency	Percent
1 school	426	63.6%
2 schools	160	23.9%
3 schools	65	9.7%
4 schools	10	1.5%
5 schools	9	1.3%



Transfers with credit from at least one:	Frequency	Percent
MA Community College	326	48.7%
MA State College	64	9.6%
U Mass	70	10.4%



# **Profile of First-Time Full-Time Freshmen BSC Students and National Peers, Fall 2001**

## **Based on Results of the CIRP (American Freshman) Survey**

For the past eleven years, Bridgewater State College has participated in the study of new college students sponsored by the Cooperative Institutional Research Program (CIRP) at UCLA's Higher Education Research Institute (HERI). Begun in 1966, CIRP is a longitudinal study that forms the basis of the *American Freshman* series of books. In the fall of 2001, 281,064 students from 421 colleges and universities participated in the study. At Bridgewater State College, 1,043 first-time, full-time freshmen completed the CIRP survey.

The fall, 2001 results of the CIRP survey are reported on the next several pages. Results are reported for Bridgewater students and their "national peers" -- students attending other public, medium selectivity four-year colleges. In fall, 2001, Bridgewater's peer group was comprised of 25,476 students from 23 institutions. Comparisons are made between Bridgewater students and their national peers; when relevant, trends over time and gender differences are also reported.

**An important note:** In fall, 2000, HERI conducted a full reclassification of institutions by institutional type and selectivity. Consequently, the institutions in Bridgewater's peer group have changed. Any comparison of this year's results with those of prior years should be made with caution.

The CIRP results are reported in three broad categories:

### Background Characteristics and Academic Preparation

- Background Characteristics
- High School Grades
- Students' Self-assessments of Academic Abilities

### Activities and Opinions

- Use of Time in an Average Week
- Previous Year's Activities
- Political and Social Opinions

### Attitudes and Expectations about College

- Top Reasons for Attending College
- Reasons for Selecting College of Choice
- Degree Aspirations and Career Plans
- Concern about Financing College
- Sources of Financial Support for College
- Expected College Activities
- Life Objectives



### Background Characteristics of BSC First-time Freshmen and National Peers Fall 2001

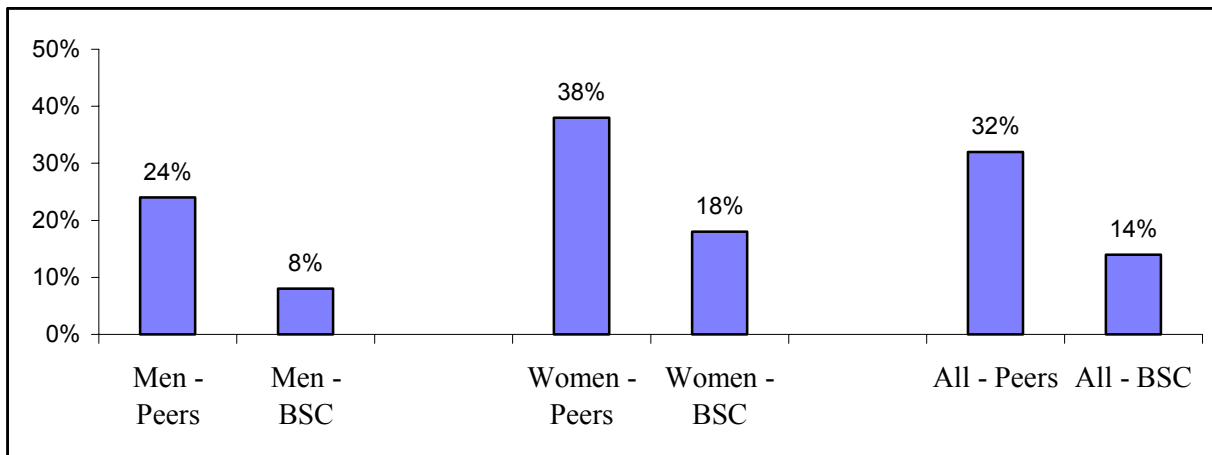
There are both similarities and differences between BSC students and their national peers with regard to background characteristics. Both are equally likely to be 19 or older, to have been graduated from high school in 2001, and to be U.S. citizens. BSC students are more likely than their peers to be white, to live nearby the college and to be Catholic. Their political views are less likely to be conservative.

Item	BSC	National
<b>Personal Characteristics</b>		
Gender		
Female	61.9	57.0
Male	38.1	43.0
Age: 19 or older	30.4	32.1
Women	24.7	27.7
Men	39.7	37.9
<i>White/Caucasian</i>	<i>91.3</i>	<i>82.5</i>
Native English speaker	95.1	96.2
Citizenship: U.S.	98.0	98.1
Year of high school graduation: 2001	97.3	97.6
<b>Family Characteristics</b>		
Father's education: HS grad or less	40.5	35.4
Mother's education: HS grad or less	38.2	35.2
Parents divorced	25.3	26.7
Parents' income: less than \$50,000	35.6	37.1
Parents' income: greater than \$100,000	16.5	19.7
<i>Miles from college to home: 100+ miles</i>	<i>7.0</i>	<i>37.7</i>
<b>Religious and political orientation</b>		
<i>Catholic</i>	<i>53.9</i>	<i>31.2</i>
Political Orientation		
<i>Conservative</i>	<i>9.7</i>	<i>18.1</i>
Moderate	61.8	55.9
Liberal	28.4	26.0
Figures represent percentages of students reporting each characteristic. Italicized items are those for which Bridgewater's percentages differ* from the national figures.		

\*In these reports, two groups were said to "differ" if their scores on an item differed by at least 7 percentage points.

### High School Grades Reported by BSC First-time Freshmen and National Peers Fall 2001

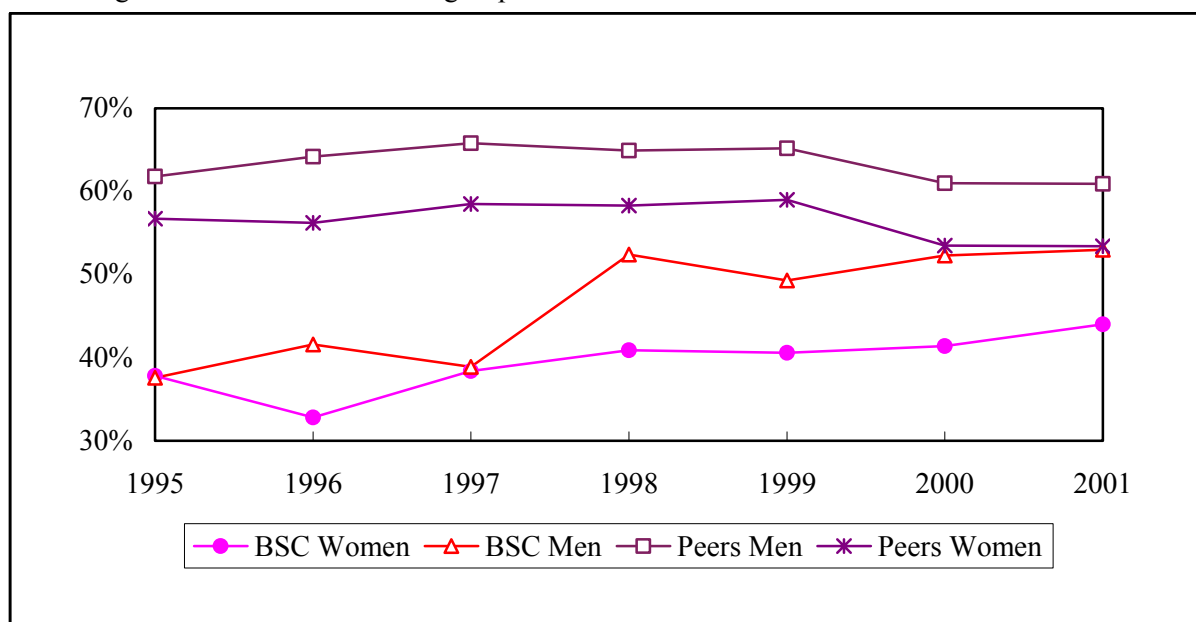
BSC students are much less likely than their national peers to report having an A/A- high school grade point average. Approximately 3 of every 10 students in the national group report an A/A- average compared with only 1 of every 10 BSC students.



### Students' Self-Perceptions of Academic Abilities, 1995 - 2001

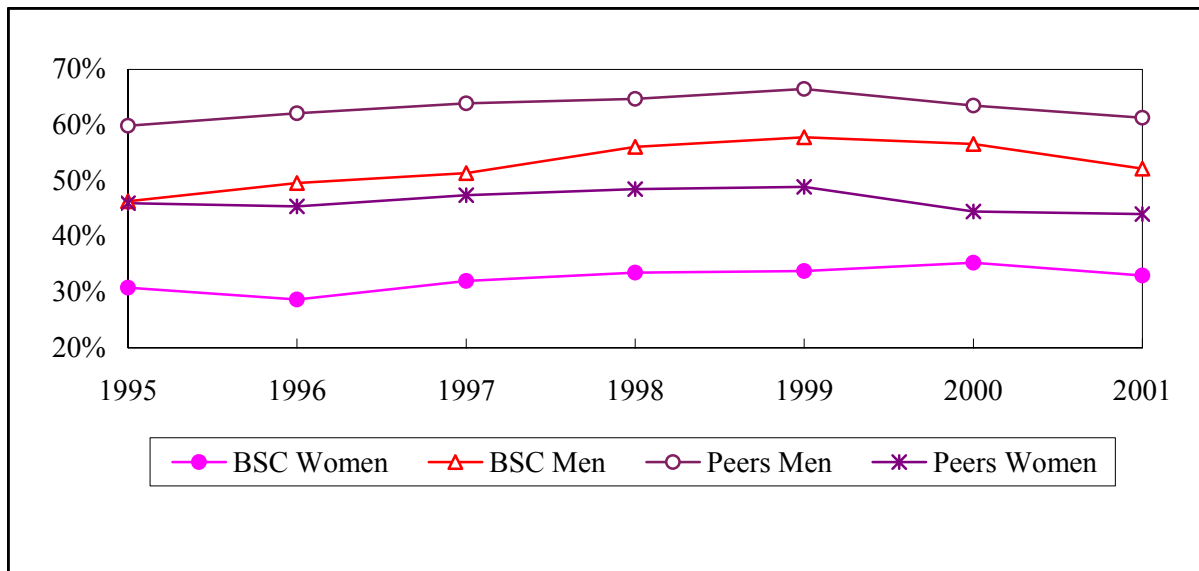
The following three graphs display trends in the percentage of BSC students and their national peers who rate themselves as above average or in the top 10 percent in the areas of academic ability, intellectual self-confidence, and drive to achieve.

**Academic ability.** In the national group, men always give themselves higher ratings than women, and the width of this "gender gap" is constant over time, about 5-7 percentage points. Compared to their peers, a smaller proportion of BSC students rate themselves as having high academic ability. The BSC group shows an upswing in recent years, especially among the men. Since 1998, the gender gap in the BSC group has been larger than that in the national group.

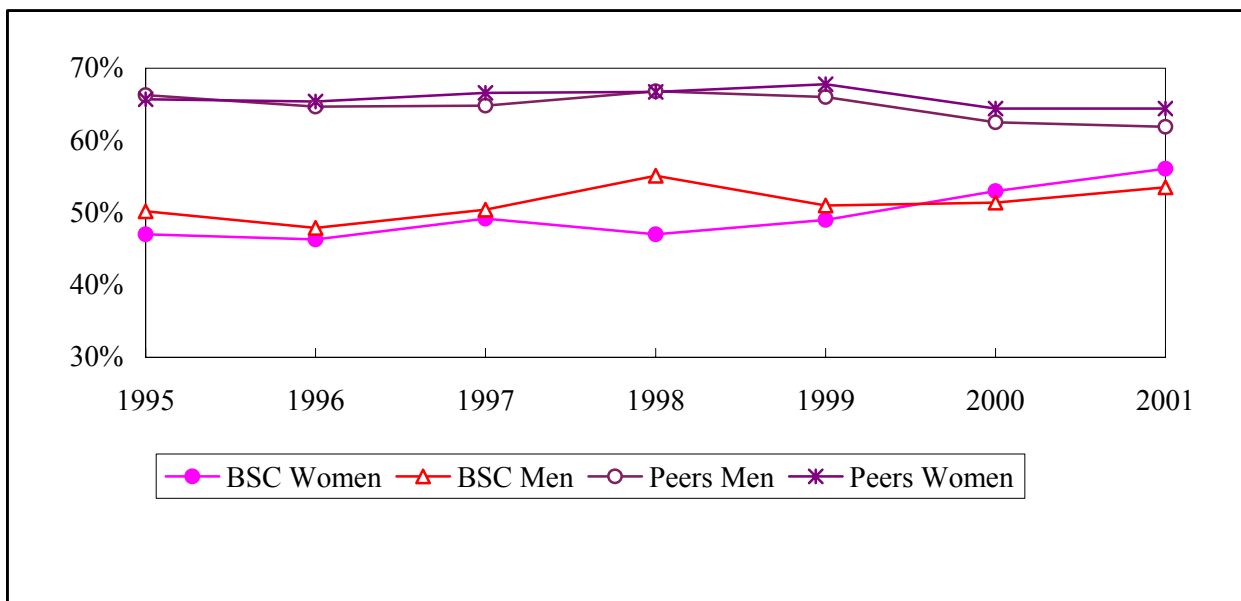


### Students' Self-Perceptions of Academic Abilities, 1995 - 2001 (continued)

**Intellectual self-confidence.** In both the national and BSC groups, men rate themselves higher than women, but the gender gap in the BSC group tends to be slightly larger than in the national group. Compared to their peers, both BSC women and BSC men give themselves lower ratings; the gap is somewhat narrower among men.



**Drive to achieve.** In the national group, men and women remain comparable over time. BSC students consistently rate themselves lower than the national group on this ability, though there was an upward trend after 1996.



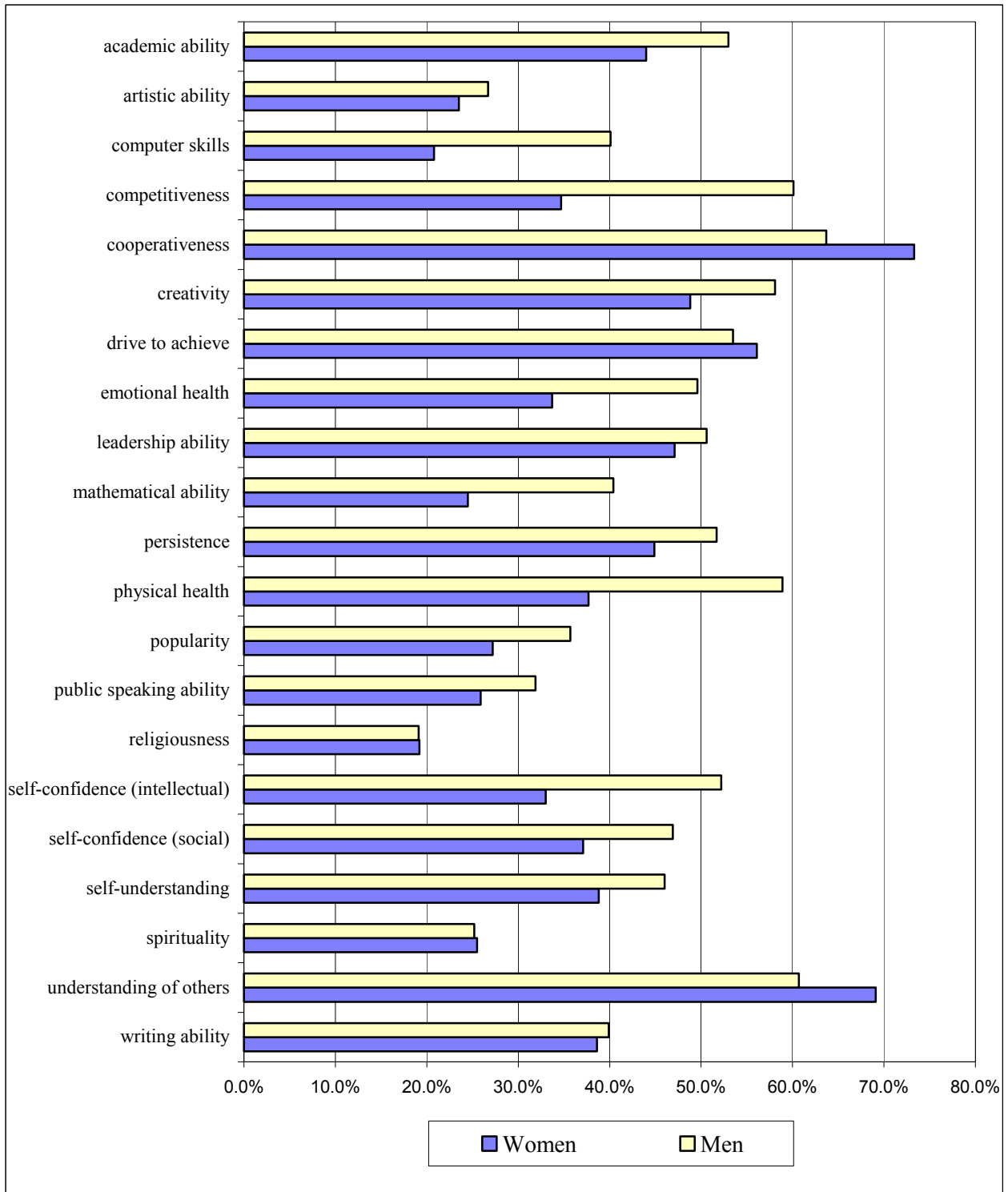
**Self-Assessments of BSC First-time Freshmen and National Peers  
Fall 2001**

BSC students give themselves lower ratings than their national peers on most items, significantly lower on about half. The largest differences come in the areas of intellectual self-confidence (11 percentage points), spirituality (11 points), religiousness (11 points), academic ability (9 points) and emotional health (9 points).

<b>Item</b>	<b>BSC</b>	<b>National</b>
<i>Academic ability</i>	47.4	56.6
Artistic ability	24.7	28.5
<i>Competitiveness</i>	44.2	52.6
Computer skills	28.0	33.3
Cooperativeness	69.7	70.1
Creativity	52.3	54.1
<i>Drive to achieve</i>	55.1	63.4
<i>Emotional health</i>	39.7	48.6
Leadership ability	48.4	55.0
Mathematical ability	30.5	33.9
Physical health	45.6	50.9
<i>Persistence</i>	47.5	54.9
Popularity	30.4	37.1
Public speaking ability	28.1	32.6
<i>Religiousness</i>	19.1	29.6
<i>Self-confidence (intellectual)</i>	40.2	51.4
<i>Self-confidence (social)</i>	40.8	48.0
<i>Self-understanding</i>	41.5	49.6
<i>Spirituality</i>	25.4	36.2
Understanding of others	66.0	62.9
Writing ability	39.1	40.9
Table reports the percentage of students in each group that rate themselves as "above average" or "in the highest 10%." Italicized items are those for which Bridgewater's percentages differ from the national figures.		

### Gender Differences in Self-Assessments of BSC First-time Freshmen Fall 2001

BSC women are less likely than their male counterparts to give themselves high ratings on most items. The largest differences come in the areas of competitiveness (25 percentage points), physical health (21 points), computer skills (19 points), intellectual self-confidence (19 points), mathematical ability (16 points), and emotional health (16 points).



### How BSC First-time Freshmen and National Peers spend their time Fall 2001

For the most part, BSC students spend about the same amount of time on educational, social and leisure activities as their national peers. However, BSC students are more likely than their peers to work for pay and less likely to participate in student clubs. About half of each group report spending 6 or more hours per week exercising while only about a quarter of each group report spending that much time each week watching television.

Activity/Hours per week during last year of HS	BSC	National
<b>Educational Activities</b>		
Doing homework: Less than 1 hour	18.0	21.6
Women	12.7	15.8
Men	26.9	29.2
Reading for pleasure: Less than 1 hour	58.8	57.0
<b>Work/Service Activities</b>		
<i>Working for pay:</i>		
<i>Less than 1 hour</i>	9.7	20.7
<i>11 or more hours</i>	76.4	60.4
Doing volunteer work: 0 hours	38.3	35.0
Women	32.2	29.4
Men	48.4	42.5
<b>Social Activities</b>		
Partying: 6 or more hours	34.1	31.2
Women	32.0	27.7
Men	37.4	35.7
Socializing with friends: 20+ hours	25.0	22.8
Women	22.0	20.1
Men	29.8	26.5
<i>Student clubs: 0 hours</i>	41.8	31.9
<i>Women</i>	34.0	24.6
<i>Men</i>	54.7	41.6
<b>Leisure Activities</b>		
Video Games: 6 or more hours	9.9	10.6
Women	3.5	4.4
Men	20.4	18.9
Watching TV: 6 or more hours	23.8	26.3
Women	17.6	21.6
Men	34.1	32.9
Exercising/sports: 6 or more hours	48.6	48.2
Women	42.7	41.0
Men	58.1	57.7

Figures represent percentages of students reporting each activity. Italicized activities are those for which Bridgewater's percentages differ from the national figures.

**Activities engaged in during the past year by BSC Freshmen & National Peers  
Fall 2001**

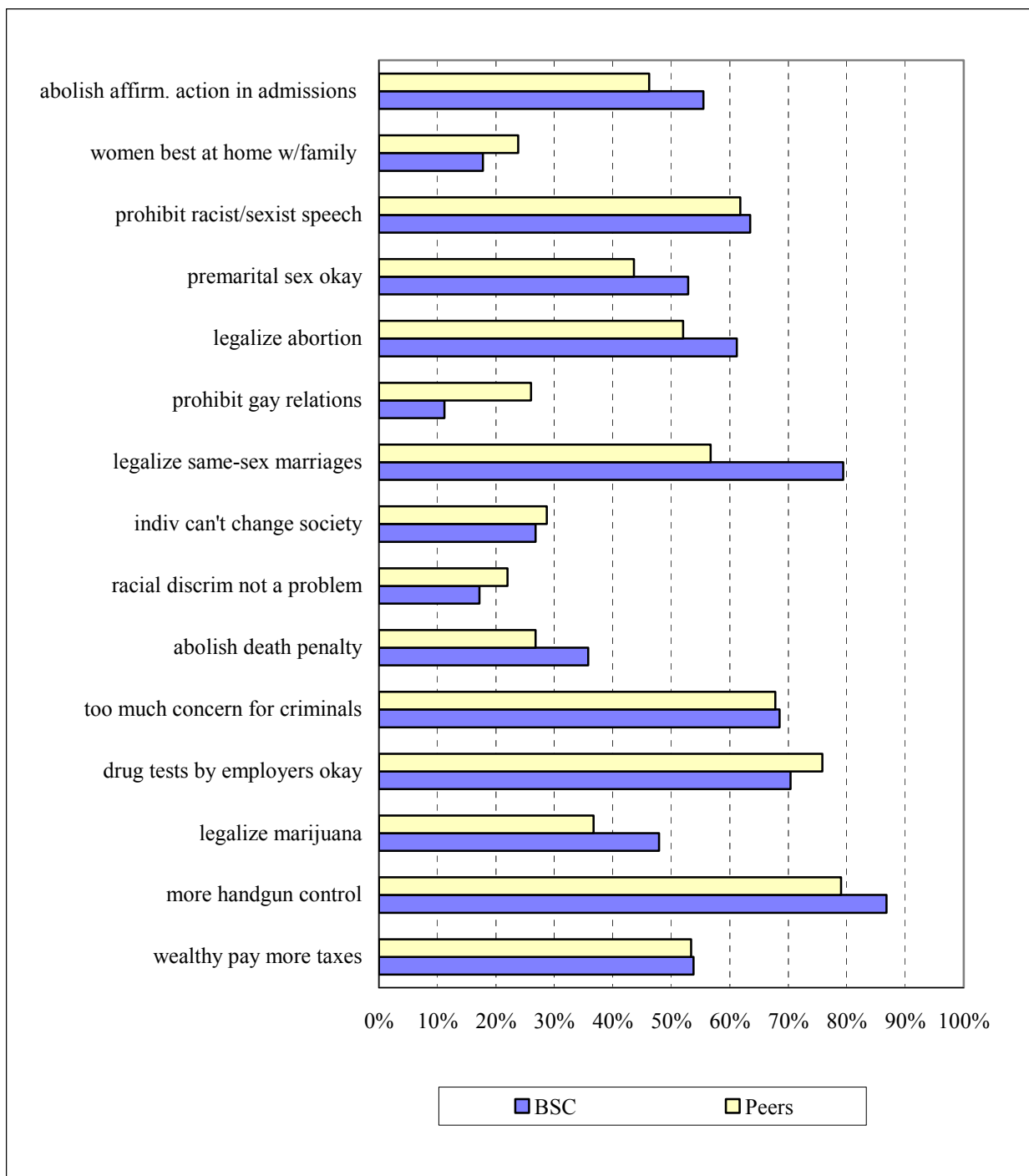
Similarities and differences emerge when comparing the activities of BSC students and their national peers. BSC students are less likely to have tutored other students, visited a teacher's home, played a musical instrument, performed community service as part of a class or voted in a student election. However, they are more likely to have consumed alcohol.

<b>Item</b>	<b>BSC</b>	<b>National</b>
<b>Educational Activities</b>		
<i>Tutored another student</i>	38.8	47.2
Studied with other students	80.9	84.0
<i>Visited teacher's home</i>	20.3	28.0
Asked a teacher for advice*	17.9	23.2
Overslept & missed class	35.5	37.6
Was bored in class*	47.1	44.5
Came late to class	71.3	66.1
<b>Social/Cultural Activities</b>		
Did volunteer work	74.9	77.4
<i>Played a musical instrument</i>	28.6	39.0
Socialized with different ethnic group*	69.1	65.9
Attended recital/concert	78.5	79.3
Visited art gallery/museum	48.1	52.6
<i>Performed community service as part of class</i>	45.8	53.1
<b>Political/Religious Activities</b>		
Attended a religious service	76.1	82.6
Discussed religion*	20.6	27.3
Participated in organized demonstrations	57.0	55.1
Discussed politics*	14.9	16.7
<i>Voted in a student election*</i>	14.8	22.3
<b>"Negative" Activities</b>		
<i>Drank beer</i>	58.3	50.2
<i>Drank wine or liquor</i>	65.2	56.2
Smoked cigarettes*	12.6	12.6
Felt overwhelmed*	33.2	29.6
Felt depressed*	10.9	8.4

\*Percentage responding "frequently" only. Other percentages reflect responses of "frequently" or "occasionally." Italicized items are those for which Bridgewater's percentages differ from the national figures.

### Political and Social Opinions of BSC First-time Freshmen & National Peers Fall 2001

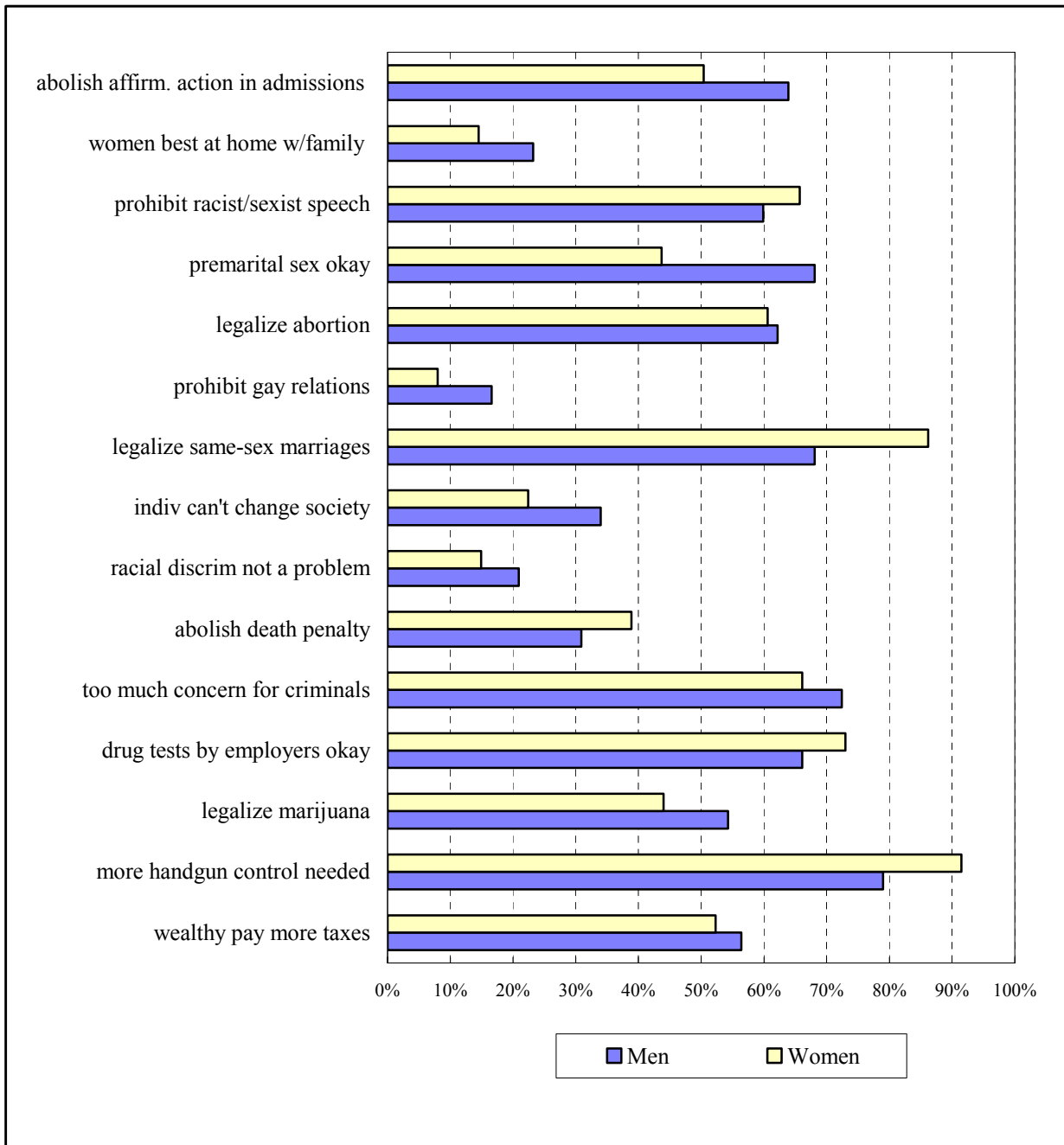
BSC students hold political and social opinions that, generally speaking, are similar to those of their national peers. However, BSC students are more likely to think that same-sex marriages should be legal, that marijuana should be legalized, that abortion should be legal, and that premarital sex is all right. They are also more likely to agree that affirmative action in admissions and the death penalty should be abolished. They are less likely to think that gay relations should be prohibited.





## Gender Differences in Political and Social Opinions of BSC First-Year Students Fall 2001

The graph below reports similarities and differences in the political and social opinions of BSC women and men. Not surprisingly, some of the largest differences come in the area of sexual morality – for example, men are much more likely than women to approve of premarital sex. Men are also more likely to think gay relations should be prohibited and are less likely to think same-sex couples should have legal status. Men more often believe that the activities of married women are best confined to the home and family. On other matters, women are more likely than men to think that the death penalty should be abolished, and that the government should do more to control handgun sales. Finally, a higher proportion of men believe that affirmative action in admissions should be abolished, that marijuana should be legalized, and that the individual can do little to change society.



**Computer-related Activities engaged in during the past year by BSC Freshmen & National Peers  
Fall 2001**

BSC students are very similar to their national peers in their use of computers. However, BSC students are less likely than their peers to have participated in Internet chat rooms. In both groups, women are more likely than men to use the Internet for research or homework while men are more likely than women to have used the Internet for other purposes.

<b>Item</b>	<b>BSC</b>	<b>National</b>
Used a personal computer	73.8	77.4
Communicated via email	63.0	63.7
Used Internet for research/homework	71.4	71.7
Women	74.4	74.7
Men	66.4	67.8
<i>Participated in Internet chat rooms</i>	<i>12.7</i>	<i>20.2</i>
Other Internet use	51.1	55.5
Women	46.4	52.0
Men	59.0	60.1

Table reports the percentages of students who engaged in each activity "frequently."

**Top Reasons for attending college among BSC First-time Freshmen and National Peers  
Fall 2001**

The top reasons for attending college are the same for BSC students and their national peers – to get training for a specific career, learn more about things that interest the student, get a better job, make more money and gain a general education and appreciation of ideas. However, these reasons are not equally important to men and women. Among women, to “get training for a specific career” ranks at the top of the list, while to “be able to make more money” is the top reason among the men.

<b>Reason</b>	<b>BSC Women</b>	<b>BSC Men</b>	<b>Peers Women</b>	<b>Peers Men</b>
Get training for a specific career	<b>80.3</b>	67.0	<b>79.1</b>	70.9
Learn more about things that interest me	76.7	67.4	76.7	69.5
Be able to get a better job	70.7	72.1	72.0	71.8
Be able to make more money	64.4	<b>75.7</b>	69.8	<b>76.3</b>
Gain a general education and appreciation of ideas	62.7	49.0	65.5	54.5

Figures refer to the percentage of students who identified the reason as "very important" in deciding to go to college. The top reason for each group is indicated in boldface type.

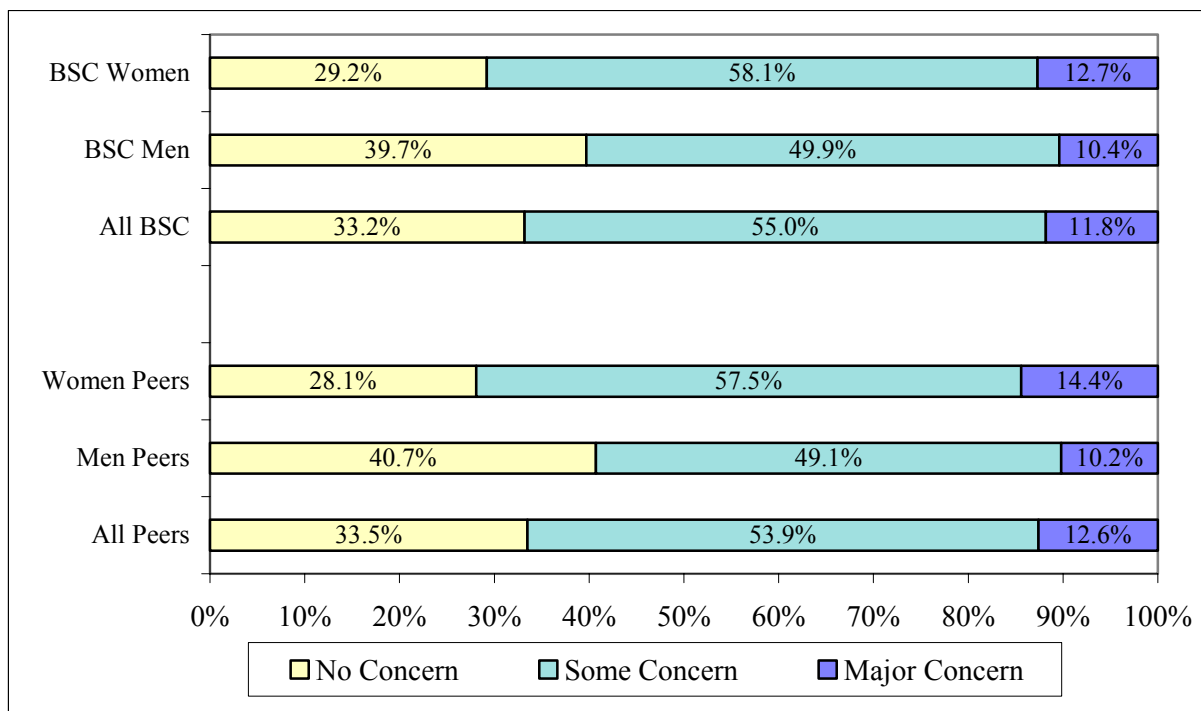
**Reasons for selecting college of choice, Fall 2001**  
**Differences between BSC First-time Freshmen and National Peers**

While their national peers say that they selected their college because of its good academic reputation (41%), because graduates get good jobs (40%) and because of its size (33%), the top three reasons for BSC students are the college's low tuition (50%), good academic reputation (43%) and that graduates get good jobs (38%). BSC students are more likely than their peers to say they chose their school because of its low tuition and its proximity to their homes. They are less likely to say they selected their college because of its size. Although a majority of BSC students claim to be attending their first-choice school, the percentage is lower than the national percentage. Women in both groups are more likely than men to say they chose the college because of its good academic reputation, because the graduates get good jobs and because they like the size of the college.

<b>Reason</b>	<b>BSC</b>	<b>National</b>
<i>Low tuition</i>	49.8	31.3
<i>Women</i>	52.8	33.4
<i>Men</i>	44.7	28.5
<i>Good academic reputation</i>	42.7	40.6
<i>Women</i>	50.7	46.5
<i>Men</i>	29.6	32.6
<i>Grads get good jobs</i>	38.4	40.2
<i>Women</i>	42.7	43.9
<i>Men</i>	31.4	35.3
<i>Want to live near home</i>	27.9	21.2
<i>Women</i>	31.7	23.5
<i>Men</i>	21.8	18.1
<i>Offered financial assistance</i>	22.9	26.6
<i>Women</i>	25.9	29.7
<i>Men</i>	17.8	22.5
<i>Size of the school</i>	24.2	33.1
<i>Women</i>	26.9	38.6
<i>Men</i>	19.9	25.8
<i>National rankings</i>	2.7	3.8
<i>No aid from first choice school</i>	10.6	5.5
<i>Attending first choice school</i>	58.1	67.8
<i>Women</i>	59.8	69.2
<i>Men</i>	55.3	66.0
Figures represent percentages of students selecting each response. Italicized items are those for which Bridgewater's percentages differ from the national figures.		

### Concern about Financing College by BSC Freshmen & National Peers, Fall 2001

BSC students are just as likely to be concerned about college financing as their national peers. Two out of three students in each group said they have some or major concerns about their ability to pay for their college education. Women in both groups are more concerned about how to pay for college.



### Sources of Support for Educational Expenses, Fall 2001

BSC students rely on many of the sources used by their national peers to finance their education. However, BSC students are more likely to report reliance on income generated from work or work-study jobs.

Source of aid:	BSC Students	National Peers
Parental or family aid	80.7%	77.5%
<i>Savings from work</i>	72.4%	61.8%
Grants/scholarships	63.7%	58.5%
Loans	44.0%	42.7%
Other than above	5.3%	4.9%

Italicized items are those for which Bridgewater's percentages differ from the national figures.

**Expected College Activities of BSC First-time Freshmen & National Peers  
Fall 2001**

BSC students are as likely as their national peers to expect a change in their educational plans and to participate in many extra-curricular activities. BSC students are less likely than their peers to think they will make at least a B average, but more likely to expect to get a job to pay expenses and socialize with other ethnic groups. For both groups, women are more likely than men to think that they will get a job, volunteer for community service, participate in student clubs, develop close friendships with other students, socialize with other ethnic groups, and be satisfied with college. Compared to their peers, BSC men are more likely to plan to play varsity sports but are less likely to think they will be satisfied with college.

<b>Item</b>	<b>BSC</b>	<b>National</b>
<b>Change in educational plans</b>		
Change in major field	14.4	13.7
Change career choice	10.8	12.2
Drop out temporarily	0.7	1.3
Drop out permanently	0.5	0.9
Transfer to another college	8.1	10.9
<b>Academic achievement</b>		
Need extra time for degree	4.9	7.0
Graduate with honors	12.4	16.3
Women	13.1	17.3
Men	11.1	15.0
<i>Make at least a B average</i>	<i>43.5</i>	<i>50.9</i>
Women	46.1	52.4
Men	39.1	48.9
Get a bachelor's degree	71.8	72.6
Women	74.1	75.5
Men	68.0	68.6
Be satisfied with college	33.8	40.2
Women	38.1	44.1
Men	26.6	34.9
Table reports the percentage of students in each group that report the chances are "very good" that they will participate in the activity. Italicized items are those for which Bridgewater's percentages differ from the national figures.		

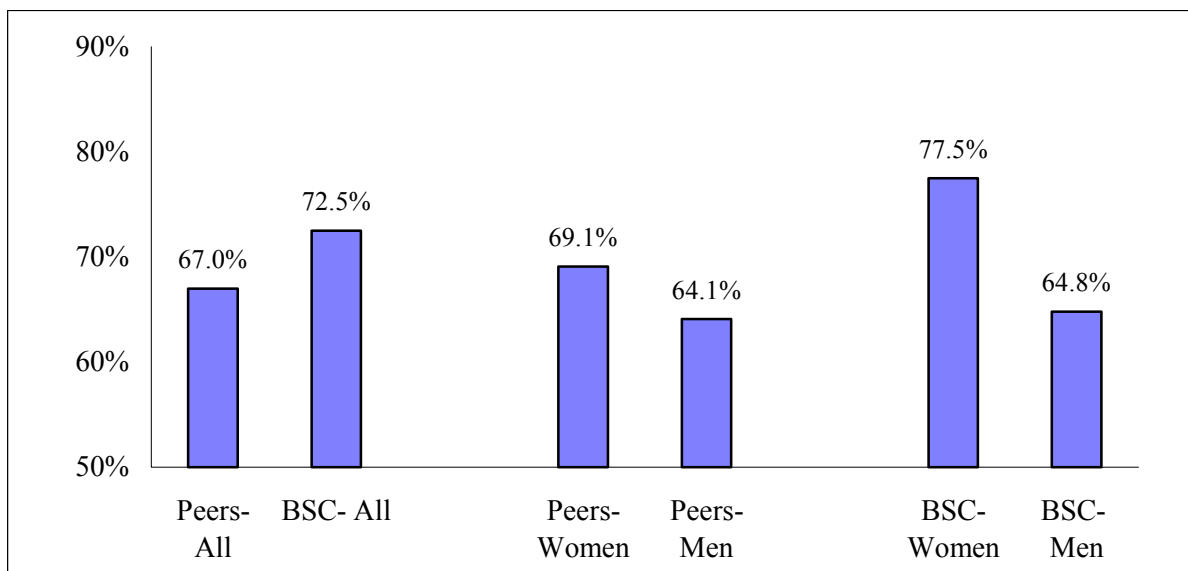
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**Expected College Activities of BSC First-time Freshmen & National Peers (cont'd)**  
**Fall 2001**

<b>Item</b>	<b>BSC</b>	<b>National</b>
<b>Extra-curricular activities</b>		
Participate in Student Government	5.4	6.5
<i>Get a job to pay expenses</i>	<i>58.9</i>	<i>48.5</i>
<i>Women</i>	<i>62.0</i>	<i>53.5</i>
<i>Men</i>	<i>53.7</i>	<i>41.7</i>
Join social fraternity/sorority	7.2	10.1
Play varsity athletics	18.7	11.9
Women	13.7	8.8
Men	27.0	16.1
Participate in student protests	4.0	4.3
Volunteer/do community service	15.0	16.8
Women	19.6	22.0
Men	7.2	9.7
Work full-time while in college	10.9	8.1
Participate in student clubs	35.8	35.5
Women	39.3	42.6
Men	30.1	25.9
<b>Interpersonal Relationships</b>		
Seek personal counseling	5.3	6.0
Develop close friendships	68.2	64.5
Women	71.4	70.2
Men	62.8	56.8
Communicate regularly with professors	26.8	28.6
Women	29.6	31.8
Men	22.2	24.3
<i>Socialize with someone of another race</i>	<i>71.6</i>	<i>61.9</i>
<i>Women</i>	<i>77.7</i>	<i>68.5</i>
<i>Men</i>	<i>61.5</i>	<i>52.9</i>
Table reports the percentage of students in each group that report the chances are "very good" that they will participate in the activity. Italicized items are those for which Bridgewater's percentages differ from the national figures.		

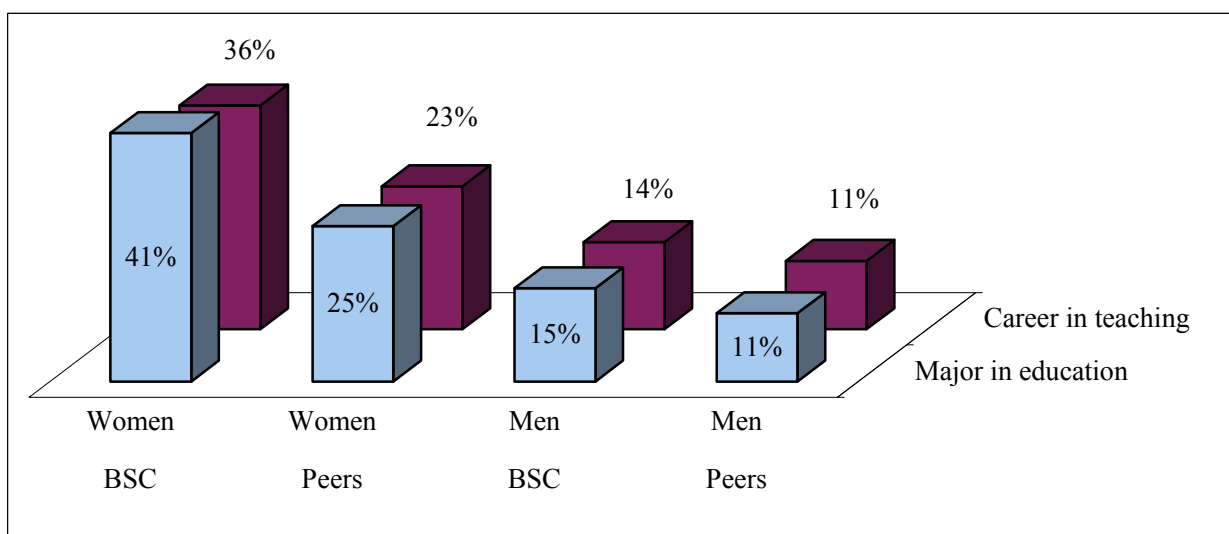
### Highest Degree Aspirations of BSC Freshmen & National Peers, Fall 2001

The graph below shows the percentage of students whose highest degree aspiration is at least a Master's degree. The aspirations of BSC students are not too different from their national peers. Women in both groups are somewhat more likely than men to have higher degree aspirations.



### Future Education Majors and Teachers, Fall 2001

BSC women are more likely than either their national peers or BSC men to expect to major in education or to pursue a career in teaching. This difference may help to explain why more BSC women say they chose the school for its good academic reputation or because the graduates get good jobs. It may also help to explain why BSC women are more likely than their male counterparts to aspire to graduate school, since Massachusetts teaching certification requires a Master's degree.



**Life Objectives of BSC First-Time Freshmen & National Peers  
Fall 2001**

The top five life objectives of BSC students are identical to those of their national peers. These have been the top five objectives every year for the past ten years. This year "Raise a family" remains the top spot among BSC students while "Be very well off financially" remains the top life objective of their national peers. For BSC women, "Raise a family" is the top life objective while for their peers, being financially well-off tops the list. Among the men, being very well off financially is the top life objective of both groups.

	<b>BSC</b>	<b>National</b>	<b>National Rank</b>
<b>Top five life objectives</b>			
Raise a family	74.9	71.8	2
Be very well off financially	71.3	75.6	1
Help others in difficulty	63.8	59.3	3
Become an authority in my field	53.0	57.6	4
Obtain recognition from colleagues	46.0	49.9	5
<b>Top five life objectives - Men</b>			
Be very well off financially	76.5	77.5	1
Raise a family	69.6	69.8	2
<i>Become authority in my field</i>	52.3	60.6	3
Help others in difficulty	49.6	49.7	5
Obtain recognition from colleagues	44.0	50.8	4
<b>Top five life objectives - Women</b>			
Raise a family	78.1	73.3	2
Help others in difficulty	72.4	66.3	3
Be very well off financially	68.2	74.2	1
Become authority in my field	53.5	55.3	4
Obtain recognition from colleagues	47.1	49.2	5
<p>Figures represent the percentage of students who identified each objective as "essential" or "very important." Italicized items are those for which Bridgewater's percentages differ from the national figures.</p>			





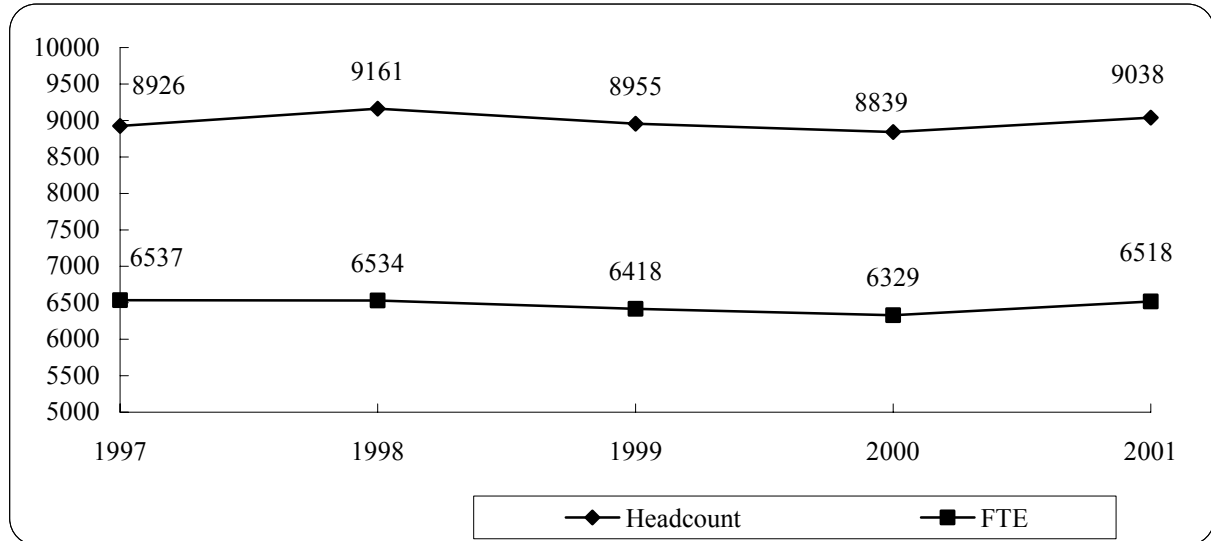
# *Student Enrollment Data*

*Office of Institutional Research and Assessment*

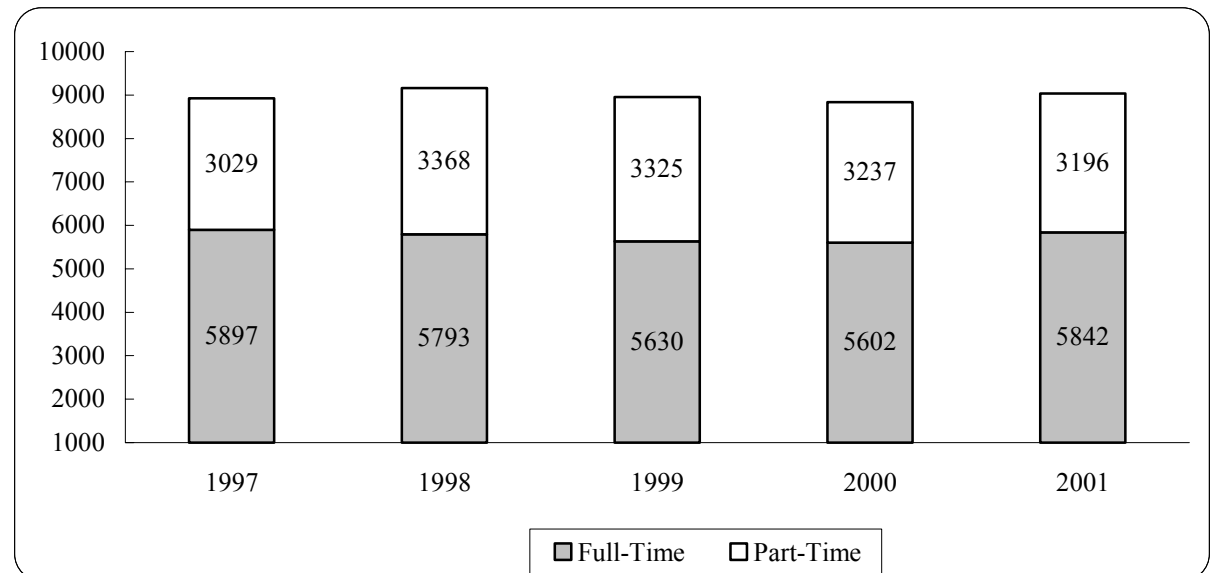
## Total Fall Enrollment 1997-2001

Total enrollment increased by 2 percent from Fall 2000. The number of full-time students increased by 4 percent, while the number of part-time students enrolled for Fall 2001 decreased by 1 percent from the previous year. In Fall 2001 about 35 percent of BSC students enrolled part-time.

### Total Enrollment by Headcount and FTE



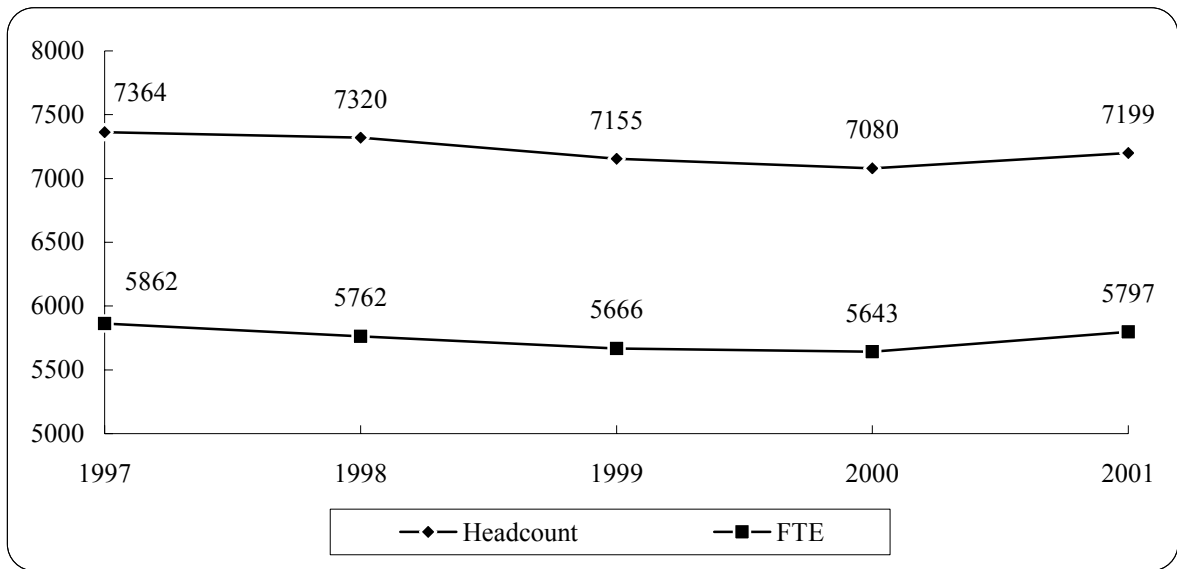
### Total Enrollment by Status



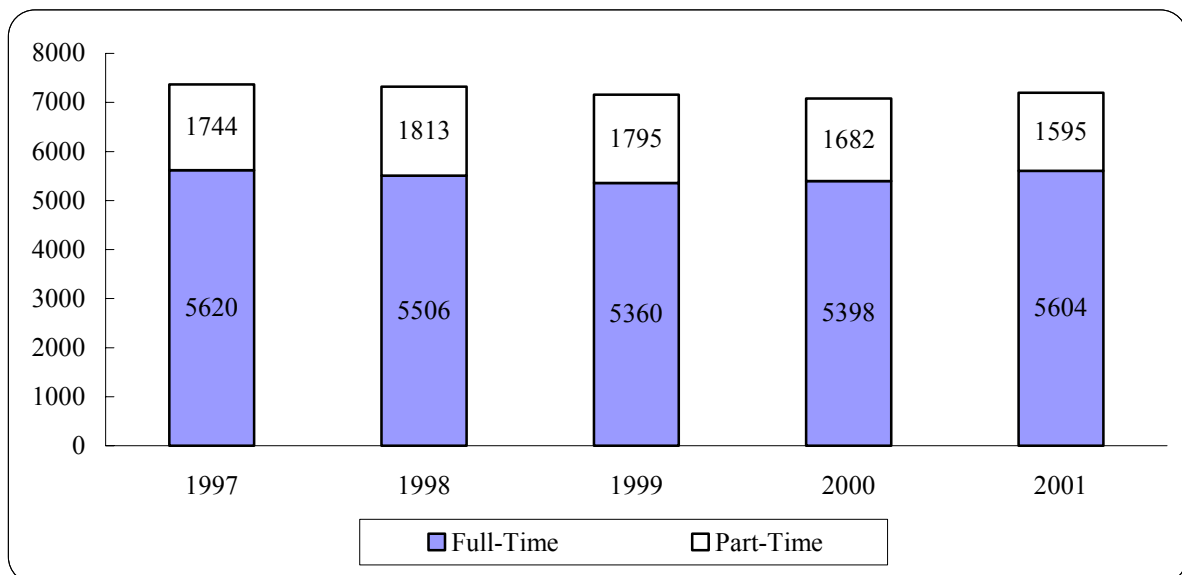
## Undergraduate Fall Enrollment 1997-2001

Overall undergraduate enrollment increased about 2 percent from Fall 2000 to Fall 2001. Full-time undergraduate enrollment increased 4 percent while part-time undergraduate enrollment decreased 5 percent. In Fall 2001 almost a quarter of BSC undergraduates were enrolled part-time.

### Undergraduate Enrollment by Headcount and FTE



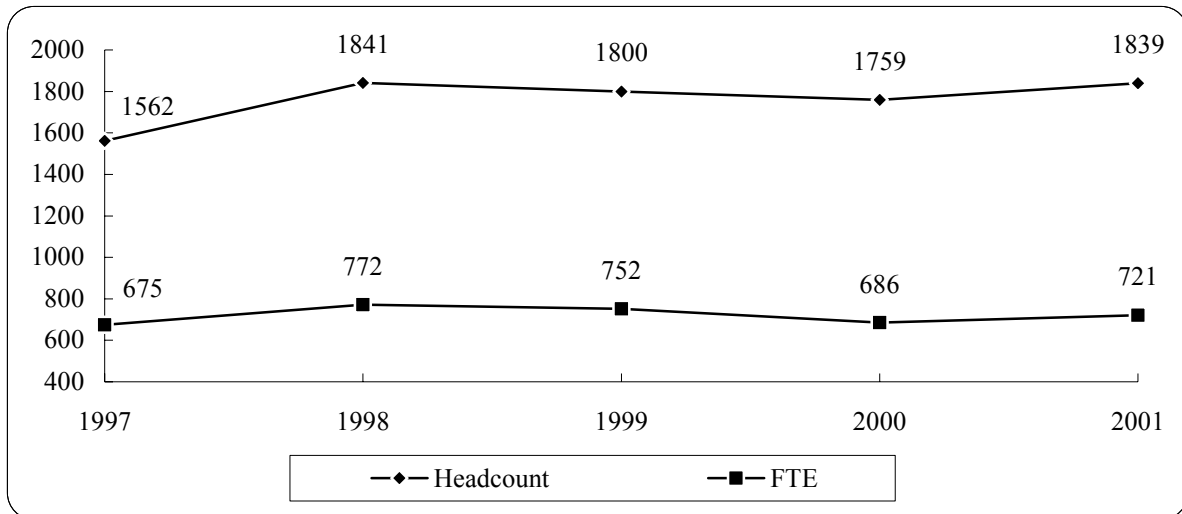
### Undergraduate Enrollment by Status



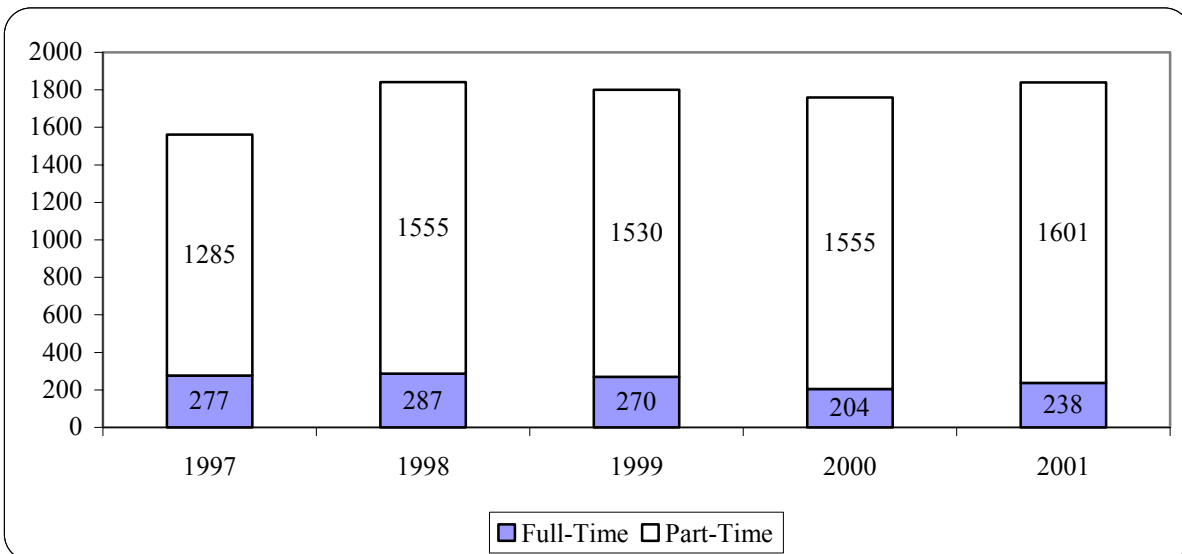
## Graduate Fall Enrollment 1997-2001

Graduate student enrollments increased by approximately 5 percent from Fall 2000 to Fall 2001. The number of part-time graduate students increased 3 percent, while the number of full-time graduate students increased 17 percent. As of Fall 2001, 87 percent of Bridgewater's graduate students study part-time.

### Graduate Enrollment by Headcount and FTE



### Graduate Enrollment by Status

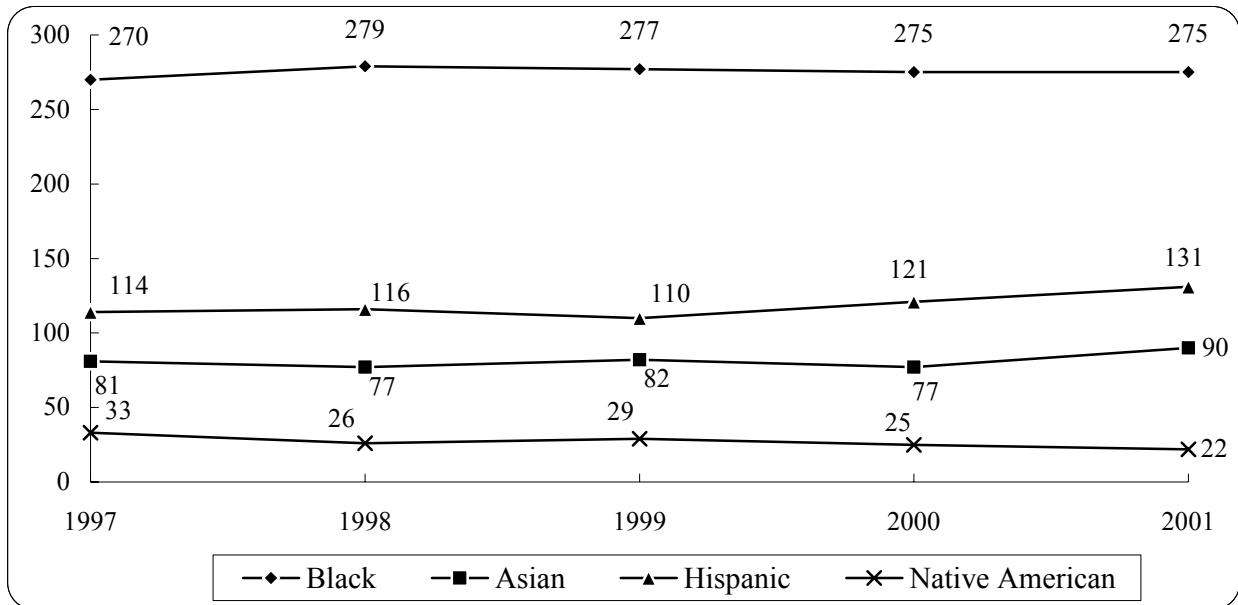


## Enrollment by Race and Gender Fall 2001

	Undergraduate				Graduate				Overall Total
	Male	Female	Total		Male	Female	Total		
Native American	5	13	18		0	4	4		22
Asian	36	36	72		6	12	18		90
Black	111	148	259		6	10	16		275
Hispanic	53	70	123		3	5	8		131
White	2134	3580	5714		232	815	1047		6761
International	74	64	138		7	12	19		157
Other/Unknown	370	505	875		204	523	727		1602
Total	2783	4416	7199		458	1381	1839		9038
% Students of Color	7.4	6.0	6.6		3.3	2.2	2.5		5.7

## Students of Color Enrollments Fall 1997-2001

Enrollments for students of color have been level the last 5 years.



*Note: Figures do not include international students.*

## Countries of Origin: International Students Fall 1997 - 2001

	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001
Afghanistan	1	0	0	0	0
Aruba	0	0	2	1	0
Australia	0	1	2	2	2
Bangladesh	1	1	1	1	0
Barbados	0	1	0	0	0
Brazil	0	0	0	1	1
Bulgaria	0	0	0	0	1
Canada	2	2	1	0	3
Cape Verde	2	1	1	1	0
Chile	0	0	1	1	1
China	2	5	6	5	5
Colombia	0	1	0	0	0
Denmark	1	0	0	0	0
Ecuador	1	0	0	0	0
France	2	1	0	0	0
Germany	0	1	1	1	2
Greece	2	1	1	2	1
Hong Kong	1	2	2	2	2
India	0	1	3	6	10
Iran	0	1	2	0	0
Ireland	1	2	1	0	1
Israel	2	2	2	0	0
Japan	74	81	80	80	80
Kenya	1	1	2	3	9
Korea	1	0	0	1	0
Lebanon	2	1	1	1	1
Lithuania	0	1	1	0	1
Malawi	0	0	0	2	2
Morocco	0	1	1	1	0
Nepal	0	0	0	1	1
Netherlands	0	1	0	1	1
Nigeria	0	0	0	1	1
North Korea	0	0	1	3	0
Norway	0	0	1	1	0
Pakistan	3	1	0	0	0
Poland	1	3	3	2	3
Portugal	0	0	0	0	2
Romania	0	0	0	0	1
Russia (Soviet Union)	2	1	1	2	3

## Countries of Origin: International Students Fall 1997 – 2001 Continued

	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001
Saudi Arabia	0	0	0	1	1
Singapore	0	0	0	0	1
Sweden	5	2	2	1	2
Taiwan	0	0	4	3	2
Tanzania	0	0	0	0	1
Thailand	2	1	0	0	0
Togo	0	0	1	0	0
Trinidad and Tobago	0	1	1	1	1
Turkey	1	1	1	1	0
United Kingdom	13	14	10	13	13
Venezuela	0	0	1	1	1
Zaire	1	0	0	0	0
Zambia	0	0	0	0	1
<b>Total</b>	<b>124</b>	<b>133</b>	<b>137</b>	<b>140</b>	<b>157</b>

## Age Distribution Fall 1997 - 2001

### Undergraduate Students

	1997	1998	1999	2000	2001
<b>17-24</b>	5506	5526	5473	5579	5740
<b>25+</b>	1795	1696	1555	1424	1406
<b>Unknown</b>	63	97	127	77	53
<b>% 25+</b>	24%	23%	23%	20%	20%
<b>Average age all UG</b>	24	24	24	24	23
<b>Average age full-time</b>	22	22	22	22	22
<b>Average age part-time</b>	32	31	30	30	30

### Graduate Students

	1997	1998	1999	2000	2001
<b>17-24</b>	245	237	216	197	231
<b>25+</b>	1290	1552	1523	1501	1555
<b>Unknown</b>	27	53	61	61	53
<b>% 25+</b>	83%	84%	83%	85%	85%
<b>Average age all Grad.</b>	35	35	35	36	36
<b>Average age full-time</b>	30	31	33	33	33
<b>Average age part-time</b>	36	36	36	36	36

## Enrollment by Residence Fall 1997-2001

	1997	1998	1999	2000	2001
<b>Massachusetts</b>	8583	8823	8591	8481	8646
<b>Other New England</b>	150	144	159	157	180
<b>Other United States</b>	67	58	33	61	54
<b>Unknown</b>	2	3	2	0	1
<b>International</b>	124	133	137	140	157
<b>% In-State</b>	96.2%	96.3%	95.9%	95.9%	95.7%

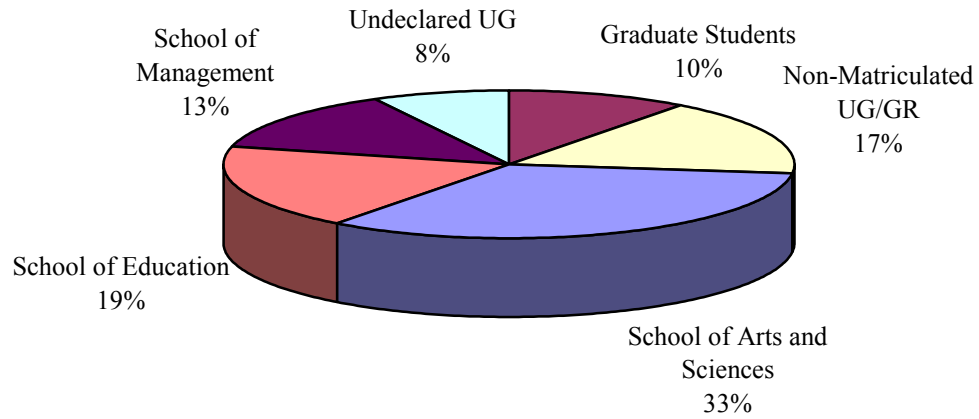


## Headcount Enrollment by School, Class, Gender & Status Fall 2001

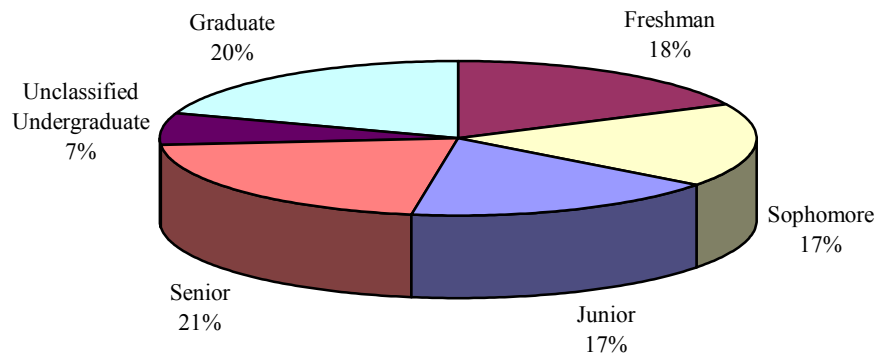
	Male	Female	Total	% Female
<b>School of Arts &amp; Sciences</b>				
Freshmen	281	329	610	54%
Sophomores	243	379	622	61%
Juniors	326	484	810	60%
Seniors	353	606	959	63%
Unclassified	2	5	7	71%
<b>Total</b>	<b>1205</b>	<b>1803</b>	<b>3008</b>	<b>60%</b>
<b>School of Education and Allied Studies</b>				
Freshmen	54	318	372	85%
Sophomores	79	334	413	81%
Juniors	81	342	423	81%
Seniors	110	361	471	77%
<b>Total</b>	<b>324</b>	<b>1355</b>	<b>1679</b>	<b>81%</b>
<b>School of Management and Aviation Science</b>				
Freshmen	131	103	234	44%
Sophomores	161	95	256	37%
Juniors	140	135	275	49%
Seniors	238	210	448	47%
<b>Total</b>	<b>670</b>	<b>543</b>	<b>1213</b>	<b>45%</b>
<b>Undeclared Undergraduates</b>				
Freshmen	174	205	379	54%
Sophomores	116	150	266	56%
Juniors	17	28	45	62%
Seniors	3	5	8	63%
<b>Total</b>	<b>310</b>	<b>388</b>	<b>698</b>	<b>56%</b>
<b>Graduate Students</b>				
Post-Baccalaureate Certification	61	211	272	78%
Graduate Certificates	1	1	2	50%
MA	10	26	36	72%
MS	50	45	95	47%
MAT	15	21	36	58%
MEd	50	359	409	88%
MPA	15	14	29	48%
CAGS	9	41	50	82%
Post-Master's Certification	2	7	9	78%
<b>Total</b>	<b>213</b>	<b>725</b>	<b>938</b>	<b>77%</b>
<b>Non-Matriculating</b>				
Undergraduate	274	327	601	54%
Graduate	245	656	901	73%
<b>Total</b>	<b>519</b>	<b>983</b>	<b>1502</b>	<b>65%</b>
<b>Total Headcount for Fall 2001</b>				
	<b>3241</b>	<b>5797</b>	<b>9038</b>	<b>64%</b>

*Note: School enrollment determined by student's first major.*

## Enrollment by School Fall 2001



## Enrollment by Grade Level Fall 2001



# Total Majors Declared by Level & Year 1997 – 2001

## School of Arts and Sciences- Baccalaureate Level

	Year				
	1997	1998	1999	2000	2001
<b>Art</b>	<b>211</b>	<b>220</b>	<b>226</b>	<b>232</b>	<b>270</b>
Art	31	23	12	6	5
Crafts	15	22	24	20	13
Fine Arts	116	115	127	127	139
Graphic Design	49	60	63	79	113
<b>Biological Sciences</b>	<b>220</b>	<b>215</b>	<b>212</b>	<b>222</b>	<b>185</b>
Biology	162	163	167	170	140
Cell/Molecular Biology	5	7	5	5	4
Environmental Biology	21	17	16	17	15
Medical Biology	32	28	24	30	26
<b>Chemical Sciences</b>	<b>74</b>	<b>58</b>	<b>51</b>	<b>54</b>	<b>53</b>
<i>Chemistry</i>	<b>58</b>	<b>48</b>	<b>38</b>	<b>43</b>	<b>48</b>
Biochemistry	11	14	8	9	16
Chemistry	47	34	30	34	27
Professional Chemistry	2	2	4	3	5
<i>Chemistry-Geology</i>	<b>14</b>	<b>8</b>	<b>9</b>	<b>8</b>	<b>5</b>
<b>Communication Studies &amp; Theatre Arts</b>	<b>403</b>	<b>438</b>	<b>495</b>	<b>503</b>	<b>492</b>
Speech Communications	308	352	401	416	411
Communications Disorders *	18	1	2	0	0
Theatre	45	53	46	43	41
Theatre/Dance/Speech	32	32	46	44	40
<b>Earth Sciences and Geography</b>	<b>116</b>	<b>131</b>	<b>120</b>	<b>121</b>	<b>129</b>
<i>Earth Science</i>	<b>48</b>	<b>55</b>	<b>55</b>	<b>65</b>	<b>77</b>
Earth Science	33	35	40	51	55
Environmental Geo-Science	0	0	3	3	7
Geology	15	20	12	11	15
<i>Geography</i>	<b>68</b>	<b>76</b>	<b>65</b>	<b>56</b>	<b>52</b>
Environmental Geography	22	21	24	20	11
Geography	38	41	32	28	32
Geography-Technology	4	9	6	5	6
Regional & Economic Planning	4	5	3	3	3
<b>English</b>	<b>291</b>	<b>314</b>	<b>318</b>	<b>347</b>	<b>388</b>
English	249	286	292	312	348
Writing	42	28	26	35	39
English – HS Education	0	0	0	0	1

*Notes: Includes double majors*

*\* Concentration moved to the Special Education department in 1996. Students already enrolled were given the option of staying in the Communication Studies department or switching to the Special Education department.*

# Total Majors Declared by Level & Year 1997 - 2001

## School of Arts and Sciences- Baccalaureate Level

	Year				
	1997	1998	1999	2000	2001
<b>Foreign Languages</b>	<b>55</b>	<b>66</b>	<b>72</b>	<b>79</b>	<b>74</b>
French	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>
Spanish	<b>54</b>	<b>65</b>	<b>72</b>	<b>79</b>	<b>74</b>
<b>History</b>	<b>234</b>	<b>252</b>	<b>286</b>	<b>268</b>	<b>295</b>
Community History	0	1	1	1	0
History	226	241	282	267	293
Military History	8	10	3	0	2
<b>Mathematics and Computer Science</b>	<b>311</b>	<b>339</b>	<b>337</b>	<b>375</b>	<b>394</b>
Mathematics	<b>95</b>	<b>115</b>	<b>116</b>	<b>114</b>	<b>145</b>
Computer Science	<b>216</b>	<b>224</b>	<b>221</b>	<b>261</b>	<b>249</b>
<b>Music</b>	<b>57</b>	<b>57</b>	<b>59</b>	<b>62</b>	<b>61</b>
<b>Philosophy</b>	<b>13</b>	<b>30</b>	<b>24</b>	<b>20</b>	<b>26</b>
Applied Ethics	0	0	0	0	0
Philosophy	13	30	24	20	26
<b>Physics</b>	<b>12</b>	<b>16</b>	<b>22</b>	<b>23</b>	<b>28</b>
Physics	11	15	22	23	28
Computer Electronics	1	1	0	0	0
<b>Political Science</b>	<b>135</b>	<b>121</b>	<b>113</b>	<b>99</b>	<b>101</b>
American Politics	1	9	5	7	9
International Affairs	12	13	14	13	10
Legal Studies	24	19	23	19	12
Political Science	98	80	71	60	70
<b>Psychology</b>	<b>865</b>	<b>767</b>	<b>709</b>	<b>625</b>	<b>706</b>
Industrial-Personnel Psychology	25	22	19	19	8
Medical Psychology	23	14	12	5	3
Psychology	817	731	678	601	695
<b>Social Work</b>	<b>225</b>	<b>195</b>	<b>191</b>	<b>187</b>	<b>158</b>
<b>Sociology, Anthropology &amp; Criminal Justice</b>	<b>457</b>	<b>483</b>	<b>465</b>	<b>449</b>	<b>444</b>
<i>Sociology</i>	<b>400</b>	<b>422</b>	<b>416</b>	<b>395</b>	<b>278</b>
Criminology	195	203	189	198	100
Sociology	201	213	220	195	172
Third World Studies	4	6	7	2	6
<i>Anthropology</i>	<b>57</b>	<b>61</b>	<b>49</b>	<b>54</b>	<b>42</b>
Anthropology	0	1	1	0	0
Cultural Anthropology	44	45	38	39	32
Public Archaeology	13	15	10	15	10
<i>Criminal Justice</i>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>124</b>

Notes: Includes double majors

# Total Majors Declared by Level & Year 1997 – 2001

## School of Education and Allied Studies - Baccalaureate Level

	Year				
	1997	1998	1999	2000	2001
<b>Elementary and Early Childhood Ed.</b>	<b>1079</b>	<b>1142</b>	<b>1092</b>	<b>991</b>	<b>1018</b>
<i>Elementary Education</i>	<b>699</b>	<b>773</b>	<b>744</b>	<b>684</b>	<b>701</b>
Elementary Education	699	773	744	684	696
Elementary/Special Education	NA	NA	NA	NA	5
<i>Early Childhood Education</i>	<b>380</b>	<b>369</b>	<b>348</b>	<b>307</b>	<b>317</b>
Early Childhood Education	380	369	348	307	317
<b>Movement Arts, Health Promotion,...</b>	<b>698</b>	<b>647</b>	<b>579</b>	<b>509</b>	<b>495</b>
Athletic Training	122	81	64	86	84
Coaching	33	33	27	21	26
Exercise Science/Health Fitness	159	145	134	130	127
Motor Development	103	93	56	45	40
Physical Education	171	191	201	139	120
Recreation	31	20	19	30	26
Teaching Certification	79	84	78	58	72
<b>Special Education</b>	<b>351</b>	<b>365</b>	<b>290</b>	<b>259</b>	<b>213</b>
Communication Disorders *	162	166	123	109	92
Special Education	189	199	167	150	116
Special Education Intensive Needs	NA	NA	NA	NA	5

*Notes: Includes double majors.*

*\*Concentration moved to Special Education Department in 1996. Students already enrolled were given the choice of staying in the Communications Studies department or switching to the Special Education department.*

## Total Majors Declared by Level & Year 1997 – 2001

### School of Management and Aviation Science - Baccalaureate Level

	Year				
	1997	1998	1999	2000	2001
<b>Accounting and Finance</b>	<b>359</b>	<b>323</b>	<b>329</b>	<b>307</b>	<b>332</b>
Accounting	229	200	200	171	182
Finance	129	122	129	136	150
Finance & Accounting ~	1	1	0	0	0
<b>Aviation Science</b>	<b>171</b>	<b>149</b>	<b>139</b>	<b>159</b>	<b>174</b>
Aviation Management	46	49	51	49	47
Flight Training	125	100	88	110	127
<b>Economics</b>	<b>42</b>	<b>33</b>	<b>24</b>	<b>30</b>	<b>38</b>
<b>Management</b>	<b>719</b>	<b>651</b>	<b>640</b>	<b>668</b>	<b>696</b>
Energy and Environmental Management	35	24	17	13	15
General Management	406	362	343	376	399
Global Management	7	16	19	20	20
Information Systems Management	99	115	112	113	121
Management Science ~	0	1	1	0	0
Marketing	164	131	143	144	139
Transportation	8	2	5	2	2

*Notes: Includes double majors  
~ Not accepting new students*

## Total Majors Declared by Level & Year 1997 – 2001

### Master of Arts/ Science

	Year				
	1997	1998	1999	2000	2001
<b>Biology</b>	3	1	1	0	0
<b>Computer Science</b>	18	24	24	35	42
<b>Criminal Justice</b>	NA	NA	NA	NA	10
<b>English</b>	20	16	9	9	14
<b>History</b>	7	3	1	0	0
<b>Management</b>	NA	NA	NA	8	24
<b>Physical Education</b>	11	15	27	31	19
<b>Psychology</b>	44	42	33	25	22
<b>Speech Communications</b>	6	9	5	0	0

### Master of Public Administration

	Year				
	1997	1998	1999	2000	2001
<b>Public Administration</b>	15	23	28	29	29

### Master of Arts in Teaching

	Year				
	1997	1998	1999	2000	2001
<b>Biology</b>	5	5	6	11	9
<b>Chemistry</b>	1	0	0	1	1
<b>Creative Arts</b>	5	5	5	5	3
<b>Earth Science</b>	0	0	1	1	0
<b>English</b>	4	4	14	14	9
<b>Health Education</b>	2	4	4	2	1
<b>History</b>	5	8	6	10	10
<b>Math</b>	4	7	8	5	1
<b>Physical Education</b>	0	2	1	3	1
<b>Physical Science</b>	0	1	1	1	0
<b>Physics</b>	0	1	0	1	0
<b>Social Studies</b>	4	3	7	6	1

## Total Majors Declared by Level & Year 1997 – 2001

### Master of Education

	Year				
	1997	1998	1999	2000	2001
<b>Elementary and Early Childhood</b>	<b>140</b>	<b>158</b>	<b>166</b>	<b>158</b>	<b>147</b>
Early Childhood Education	24	30	27	20	15
Elementary Education	77	80	82	76	64
Reading Education	39	48	57	62	68
<b>Movement Arts and Health Promotion</b>	<b>23</b>	<b>19</b>	<b>22</b>	<b>30</b>	<b>22</b>
Health Promotion	23	19	22	30	22
<b>Secondary Education and Prof.</b>	<b>202</b>	<b>240</b>	<b>262</b>	<b>201</b>	<b>167</b>
Counseling	139	124	119	97	67
Instructional Technology	0	50	58	52	59
Library Media Studies	28	19	38	21	21
Educational Leadership	33	46	46	31	20
School Librarianship	2	1	1	0	0
<b>Special Education</b>	<b>81</b>	<b>63</b>	<b>77</b>	<b>65</b>	<b>73</b>

### Certificate Programs

	Year				
	1997	1998	1999	2000	2001
<b>Undergraduate Certificates</b>	<b>20</b>	<b>17</b>	<b>17</b>	<b>11</b>	<b>7</b>
Accounting and Finance	7	7	8	7	5
CPA Exam Preparation	0	4	6	2	2
Computer Science	1	4	1	1	0
Marketing Management	2	1	2	1	0
Operations Management	1	1	2	1	0
Paralegal Studies	9	1	0	0	0
Public Sector Management	1	0	0	0	0
Substitute Teaching	0	0	0	0	0
<b>Graduate Certificates</b>	<b>5</b>	<b>3</b>	<b>5</b>	<b>5</b>	<b>2</b>
Accounting and Finance	2	1	1	3	1
Information Systems Management	1	1	1	1	1
Geotechnology	1	0	0	0	0
Public Affairs Management	0	0	0	0	0
Marketing	0	0	1	0	0



## Total Majors Declared by Level & Year 1997 - 2001

### Certificate of Advanced Graduate Study (CAGS) and Post-Master's Certification

	Year				
	1997	1998	1999	2000	2001
<b>CAGS in Education</b>	<b>77</b>	<b>57</b>	<b>63</b>	<b>59</b>	<b>50</b>
Counseling – Mental Health	NA	NA	NA	NA	4
Reading	0	0	3	7	13
School Administration/Educational Leadership	77	57	60	52	33
<b>Post-Master's Certification</b>	<b>7</b>	<b>9</b>	<b>7</b>	<b>11</b>	<b>9</b>
Counseling	7	3	2	3	1
Instructional Technology	0	5	4	4	2
Library Media Studies	0	1	1	4	6

### Post-Baccalaureate Certification

	Year				
	1997	1998	1999	2000	2001
<b>Elementary and Early Childhood Education</b>	<b>136</b>	<b>174</b>	<b>161</b>	<b>119</b>	<b>116</b>
Early Childhood Education	24	28	30	25	28
Elementary Education	112	146	130	94	88
<b>Movement Arts and Health Promotion</b>	<b>25</b>	<b>21</b>	<b>22</b>	<b>13</b>	<b>11</b>
Health	12	6	7	4	3
Physical Education	13	15	15	9	8
<b>Secondary Education and Professional Programs</b>	<b>111</b>	<b>123</b>	<b>134</b>	<b>88</b>	<b>89</b>
Middle School	11	31	35	14	6
Secondary Education	0	0	0	0	0
Teaching	100	92	99	74	83
<b>Special Education</b>	<b>76</b>	<b>82</b>	<b>78</b>	<b>53</b>	<b>56</b>

# Graduate Programs Students Enrolled Fall 2001

	Total	MPA/ MSM MA/MS	MEd	MAT	Post- Bacc	CAGS	Post- Master's
<b>Art</b>	<b>2</b>	*	*	0	2	*	*
<b>Biology</b>	<b>21</b>	*	*	9	12	*	*
<b>Chemistry</b>	<b>5</b>	*	*	1	4	*	*
<b>Computer Science</b>	<b>42</b>	42	*	*	*	*	*
<b>Counseling</b>	<b>72</b>	*	67	*	*	4	1
<b>Creative Arts</b>	<b>3</b>	*	*	3	*	*	*
<b>Criminal Justice</b>	<b>10</b>	10	*	*	*	*	*
<b>Early Childhood Ed.</b>	<b>43</b>	*	15	*	28	*	*
<b>Earth Science</b>	<b>4</b>	*	*	0	4	*	*
<b>Educational Leadership</b>	<b>53</b>	*	20	*	*	33	*
<b>Elementary Education</b>	<b>152</b>	*	64	*	88	*	*
<b>English</b>	<b>44</b>	14	*	9	21	*	*
<b>French</b>	<b>0</b>	*	*	*	0	*	*
<b>Health Education</b>	<b>4</b>	*	*	1	3	*	*
<b>Health Promotion</b>	<b>22</b>	*	22	*	*	*	*
<b>History</b>	<b>21</b>	*	*	10	11	*	*
<b>Instructional Technology</b>	<b>61</b>	*	59	*	*	*	2
<b>Library Media Studies</b>	<b>27</b>	*	21	*	*	*	6
<b>Management</b>	<b>24</b>	24	*	*	*	*	*
<b>Mathematics</b>	<b>14</b>	*	*	1	13	*	*
<b>Middle School</b>	<b>6</b>	*	*	*	6	*	*
<b>Music</b>	<b>5</b>	*	*	*	5	*	*
<b>Physical Education</b>	<b>28</b>	19	*	1	8	*	*
<b>Physical Sciences</b>	<b>0</b>	*	*	0	*	*	*
<b>Physics</b>	<b>3</b>	*	*	0	3	*	*
<b>Psychology</b>	<b>22</b>	22	*	*	*	*	*
<b>Public Administration</b>	<b>29</b>	29	*	*	*	*	*
<b>Reading Education</b>	<b>81</b>	*	68	*	*	13	*
<b>School Librarianship</b>	<b>0</b>	*	0	*	*	*	*
<b>Social Studies</b>	<b>2</b>	*	*	1	1	*	*
<b>Spanish</b>	<b>4</b>	*	*	*	4	*	*
<b>Special Education</b>	<b>129</b>	*	73	*	56	*	*
<b>Speech Communications</b>	<b>3</b>	*	*	0	3	*	*

*\*Degree not offered in subject*

## Total Majors by Department and Gender Fall 2001

### School of Arts and Sciences Undergraduate and Graduate Majors

	Male	Female	Total	% Female
Foreign Languages	7	67	74	91%
Social Work	16	142	158	90%
Psychology	87	641	728	88%
English	71	340	411	83%
Art	77	196	273	72%
Biology	63	131	194	68%
Comm. Studies and Theatre Arts	188	304	492	62%
Sociology, Anthropology & Criminal Just.	197	257	454	57%
Earth Sciences & Geography	56	73	129	57%
Music	27	34	61	56%
Chemistry	26	28	54	52%
History	157	149	306	49%
Political Science	66	64	130	49%
Philosophy	15	11	26	42%
Mathematics & Computer Science	272	165	437	38%
Physics	24	4	28	14%

### School of Education and Allied Studies Undergraduate and Graduate Majors

	Male	Female	Total	% Female
Elementary and Early Childhood Ed.	86	1208	1294	93%
Special Education	29	313	342	92%
Secondary and Professional Ed.	83	219	302	73%
Movement Arts and Health Promotion	272	277	549	50%

### School of Management and Aviation Science Undergraduate Majors

	Male	Female	Total	% Female
Accounting and Finance	141	191	332	58%
Management	382	338	720	47%
Economics	26	12	38	32%
Aviation Science	153	21	174	12%

*Note: Includes double majors*

## Total Majors by Department and Race Fall 2001

### School of Arts and Sciences Undergraduate and Graduate Majors

	Native American	Asian	Black	Hispanic	White	International Students	Other/ Unknown	Total	% Students of Color
Foreign Languages	0	2	4	9	51	1	7	74	20%
Mathematics & Computer Science	0	18	27	10	301	27	54	437	13%
Social Work	1	0	11	5	121	3	17	158	11%
Comm. Studies and Theatre Arts	5	3	24	6	412	6	36	492	8%
Music	0	1	1	3	52	2	2	61	8%
Chemical Sciences	0	1	2	1	40	1	9	54	7%
Psychology	2	2	28	9	622	17	48	728	6%
Sociology, Anthropology & Criminal Justice	1	2	21	2	391	4	33	454	6%
Art	2	4	5	3	231	2	26	273	5%
Political Science	0	1	5	0	104	4	16	130	5%
Biological Sciences	1	1	4	6	156	3	23	194	4%
Philosophy	0	0	1	0	23	0	2	26	4%
History	0	2	6	1	273	0	24	306	3%
English	0	2	6	2	350	1	50	411	2%
Earth Sciences & Geography	0	0	1	0	111	1	16	129	0%
Physics	0	0	0	0	25	2	1	28	0%

*Note: Includes double majors*

## Total Majors by Department and Race Fall 2001

### School of Education and Allied Studies Undergraduate and Graduate Majors

	<b>Native American</b>	<b>Asian</b>	<b>Black</b>	<b>Hispanic</b>	<b>White</b>	<b>International Students</b>	<b>Other/ Unknown</b>	<b>Total</b>	<b>% Students of Color</b>
Movement Arts and Health Prom.	1	3	13	15	469	8	40	549	6%
Secondary and Professional Ed.	2	3	8	5	208	0	76	302	6%
Elementary and Early Child Ed.	4	9	14	11	1145	1	110	1294	3%
Special Education	0	0	4	5	287	1	45	342	3%

### School of Management and Aviation Science Undergraduate and Graduate Majors

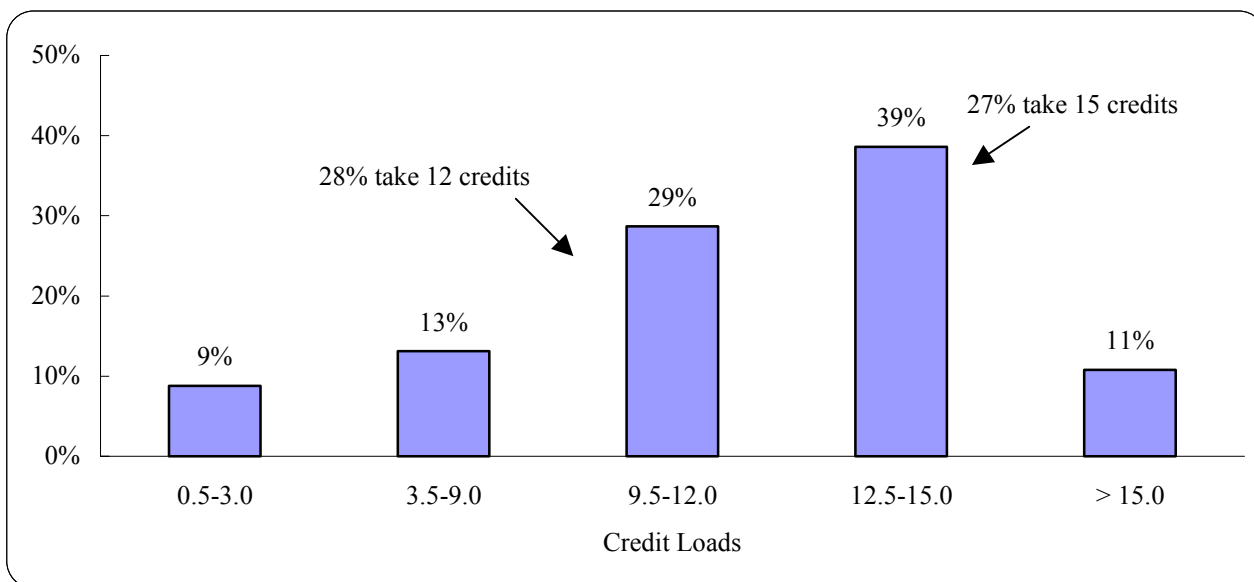
	<b>Native American</b>	<b>Asian</b>	<b>Black</b>	<b>Hispanic</b>	<b>White</b>	<b>International Students</b>	<b>Other/ Unknown</b>	<b>Total</b>	<b>% Students of Color</b>
Economics	0	1	5	0	28	2	2	38	16%
Aviation Science	0	4	7	6	128	14	15	174	10%
Management	2	11	38	15	567	31	56	720	9%
Accounting and Finance	2	8	10	6	270	9	27	332	8%

*Note: Includes double majors.*

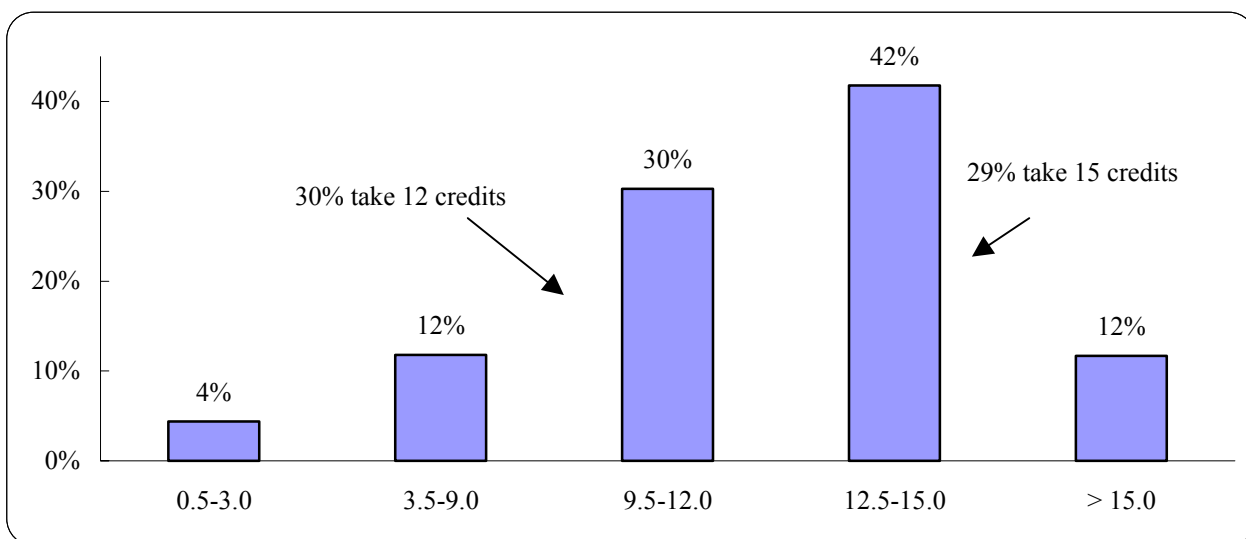
## Distribution of Undergraduate Credit Loads Fall 2001

Half of all BSC undergraduates carried more than 12 credits during Fall 2001. The average credit load among matriculated undergraduate students was slightly higher than for the entire undergraduate student body.

### Credit Loads of All Undergraduates (Average credit load = 12.1 credits)



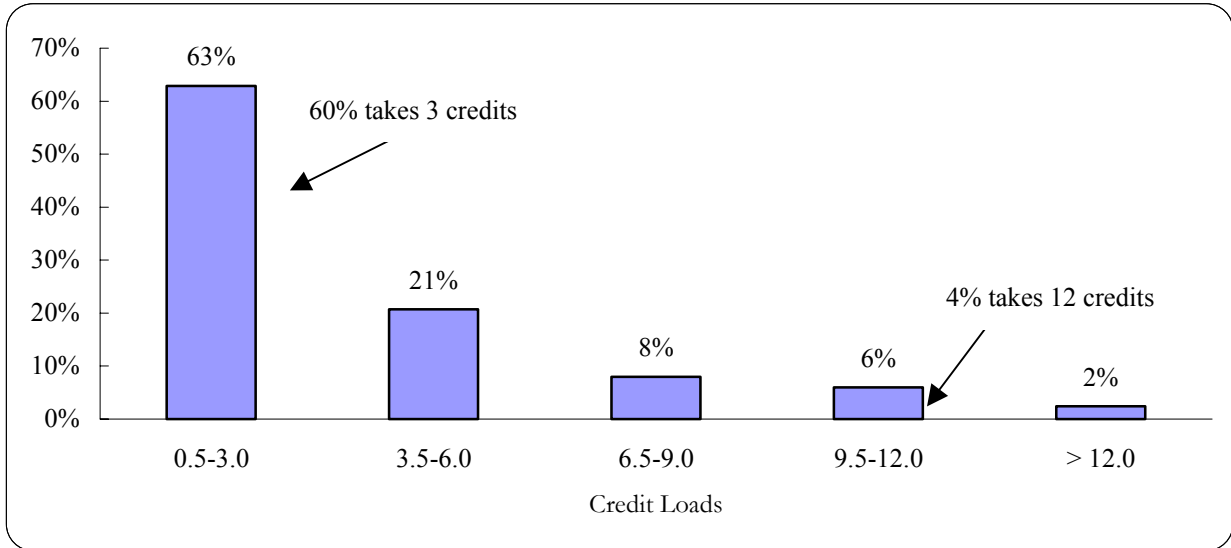
### Credit Loads of Matriculated Undergraduates (Average credit load = 12.7 credits)



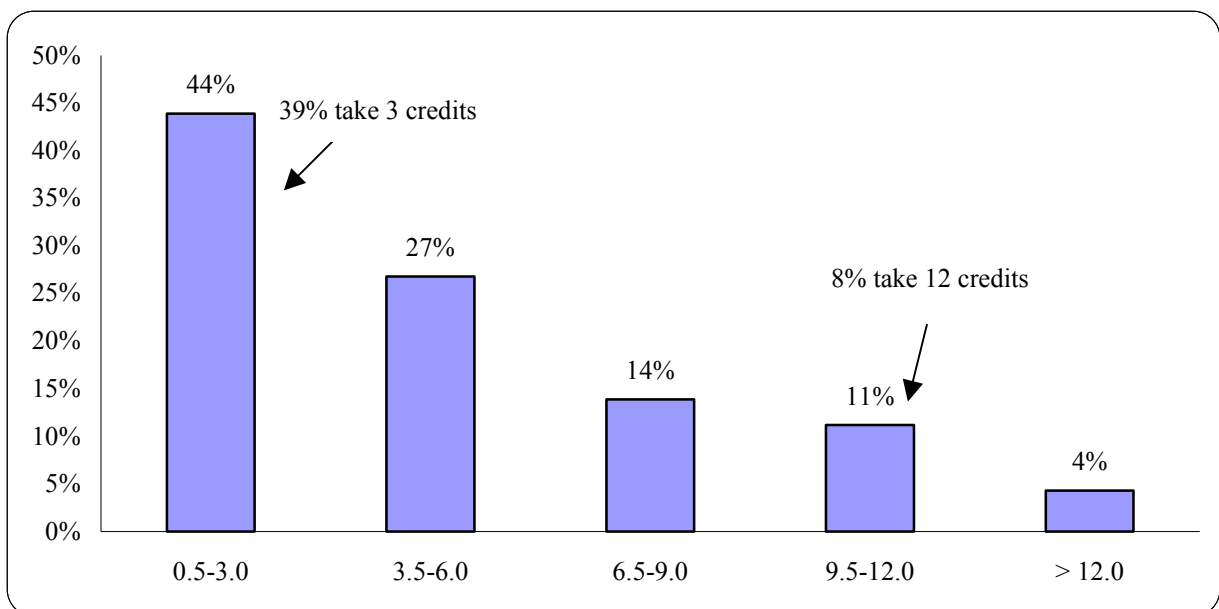
## Distribution of Graduate Credit Loads Fall 2001

Sixty percent of graduate students carried 3 or fewer credits. Among matriculated graduate students, this figure drops to 39 percent. More than a quarter of matriculated graduate students carry more than 6 credits, compared to 16 percent of graduate students overall.

### Credit Loads of All Graduate Students (Average credit Load = 4.7 credits)



### Credit Loads of Matriculated Graduate Students (Average credit load = 5.7 credits)





# *Graduation & Retention Data*

*Office of Institutional Research and Assessment*



## Profile of Degree Recipients by Program Level 2001

The overwhelming majority of BSC graduates are Massachusetts residents; only 4 percent of degree recipients are from out of state. Approximately 32 percent of baccalaureate degree recipients are at least 25 years of age; 15 percent are 30 or older. The majority of degree recipients at both the baccalaureate and graduate levels are female; at the graduate level three-quarters are women.

	Baccalaureate	Graduate	Total
<b>&lt; 25</b>	741	5	746
<b>25-29</b>	186	72	258
<b>30-39</b>	94	74	168
<b>40-49</b>	55	65	120
<b>50+</b>	21	32	53
<b>Male</b>	379	61	440
<b>Female</b>	718	187	905
<b>% Female</b>	65%	75%	67%
<b>Native American</b>	3	0	3
<b>Asian</b>	9	4	13
<b>Black</b>	36	3	39
<b>Hispanic</b>	14	1	15
<b>White</b>	946	205	1151
<b>International</b>	21	4	25
<b>Unknown</b>	68	31	99
<b>% Students of Color</b>	6%	3%	5%
<b>Massachusetts</b>	1053	238	1291
<b>New England</b>	15	3	18
<b>Other U.S.</b>	7	2	9
<b>International</b>	22	5	27
<b>% Massachusetts</b>	96%	96%	96%
<b>Total</b>	<b>1097</b>	<b>248</b>	<b>1345</b>

*Notes: Numbers are for those who graduated January, May and August 2001.  
Excludes those who received Post-Baccalaureate Teacher Certification.*

# Baccalaureate Degree Recipients by Major/Concentration 1997-2001

## School of Arts & Sciences

	Year				
	1997	1998	1999	2000	2001
<b>Art</b>	<b>23</b>	<b>35</b>	<b>58</b>	<b>48</b>	<b>54</b>
Art	0	0	3	0	0
Crafts	2	4	9	8	11
Fine Arts	19	22	25	26	22
Graphic Design	2	9	21	14	21
<b>Biological Sciences</b>	<b>19</b>	<b>32</b>	<b>30</b>	<b>29</b>	<b>39</b>
Cell/Molecular	0	0	2	4	2
Biology	19	18	14	15	18
Environmental Biology	0	5	3	2	7
Medical Biology	0	9	11	8	12
<b>Chemical Sciences</b>	<b>19</b>	<b>18</b>	<b>18</b>	<b>23</b>	<b>14</b>
<i>Chemistry</i>	<b>13</b>	<b>8</b>	<b>11</b>	<b>17</b>	<b>11</b>
Biochemistry	5	0	2	5	3
Chemistry	8	8	9	12	6
Professional Chemistry	1	2	2	3	2
<i>Chemistry-Geology</i>	<b>5</b>	<b>9</b>	<b>5</b>	<b>3</b>	<b>3</b>
<b>Communication Studies &amp; Theatre Arts</b>	<b>105</b>	<b>74</b>	<b>79</b>	<b>96</b>	<b>124</b>
Speech Communications	76	57	67	80	107
Communications Disorders*	19	5	2	0	1
Theatre	10	7	9	5	6
Theatre/Dance/Speech	3	5	1	11	10
<b>Earth Sciences and Geography</b>	<b>20</b>	<b>26</b>	<b>29</b>	<b>29</b>	<b>32</b>
<i>Earth Science</i>	<b>5</b>	<b>8</b>	<b>8</b>	<b>5</b>	<b>12</b>
Earth Science	4	4	3	1	7
Geology	1	4	5	3	5
Environmental GeoScience	n/a	n/a	n/a	1	0
<i>Geography</i>	<b>15</b>	<b>18</b>	<b>21</b>	<b>24</b>	<b>20</b>
Environmental Geography	9	8	7	13	11
Geography	2	5	3	6	5
Geography-Technology	0	2	7	5	3
Regional & Economic Planning	4	3	4	0	1

Notes: Includes double majors.

Numbers as reported to HEIRS; include those who graduated in January and May of the year indicated and August the year before.

\*Concentration moved to the Special Education Department in 1996. Students already enrolled were given the option of staying in the Communication Studies Department or switching to the Special Education Department.

# Baccalaureate Degree Recipients by Major/Concentration 1997-2001

## School of Arts & Sciences

	Year				
	1997	1998	1999	2000	2001
<b>English</b>	<b>50</b>	<b>67</b>	<b>58</b>	<b>77</b>	<b>62</b>
English	44	57	51	67	44
Writing	6	10	7	10	18
<b>Foreign Languages</b>	<b>5</b>	<b>10</b>	<b>11</b>	<b>13</b>	<b>10</b>
<i>French</i>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>
<i>Spanish</i>	<b>5</b>	<b>9</b>	<b>11</b>	<b>13</b>	<b>10</b>
<b>History</b>	<b>48</b>	<b>57</b>	<b>54</b>	<b>60</b>	<b>74</b>
Community History	0	0	0	0	1
History	48	56	50	59	72
Military History	0	1	4	1	1
<b>Mathematics and Computer Science</b>	<b>30</b>	<b>27</b>	<b>43</b>	<b>54</b>	<b>39</b>
<i>Mathematics</i>	<b>12</b>	<b>11</b>	<b>19</b>	<b>30</b>	<b>20</b>
<i>Computer Science</i>	<b>18</b>	<b>16</b>	<b>24</b>	<b>24</b>	<b>19</b>
<b>Music</b>	<b>9</b>	<b>6</b>	<b>6</b>	<b>10</b>	<b>14</b>
<b>Philosophy</b>	<b>4</b>	<b>3</b>	<b>10</b>	<b>9</b>	<b>10</b>
Applied Ethics	2	0	0	1	1
Philosophy	2	3	10	8	9
<b>Physics</b>	<b>2</b>	<b>6</b>	<b>1</b>	<b>4</b>	<b>2</b>
Physics	2	4	1	4	2
Computer Electronics	0	2	0	0	0
<b>Political Science</b>	<b>27</b>	<b>24</b>	<b>23</b>	<b>25</b>	<b>20</b>
American Politics	0	0	4	2	6
International Affairs	4	5	3	4	3
Legal Studies	4	4	3	6	3
Political Science	19	14	13	13	8
Public Administration~	0	0	0	0	0
<b>Psychology</b>	<b>201</b>	<b>220</b>	<b>203</b>	<b>205</b>	<b>188</b>
Industrial-Personnel Psychology	4	7	2	7	6
Medical Psychology	3	5	4	4	1
Psychology	194	208	197	194	181

Notes: Includes double majors.

Numbers as reported to HEIRS; include those who graduated in January and May of the year indicated and August the year before.

~ Not accepting new students.

# Baccalaureate Degree Recipients by Major/Concentration 1997-2001

## School of Arts & Sciences

	Year				
	1997	1998	1999	2000	2001
<b>Social Work</b>	<b>58</b>	<b>60</b>	<b>46</b>	<b>34</b>	<b>42</b>
<b>Sociology and Anthropology &amp; Criminal Justice</b>	<b>94</b>	<b>102</b>	<b>114</b>	<b>112</b>	<b>136</b>
<i>Sociology</i>	<b>84</b>	<b>100</b>	<b>100</b>	<b>98</b>	<b>120</b>
Criminology	44	45	47	44	59
Sociology	40	54	53	50	60
Third World Studies	0	1	0	4	1
<i>Anthropology</i>	<b>10</b>	<b>2</b>	<b>14</b>	<b>14</b>	<b>16</b>
Cultural Anthropology	6	2	10	12	10
Public Archaeology	4	0	4	2	6

*Notes: Includes double majors.*

*Numbers as reported to HEIRS; include those who graduated in January and May of the year indicated and August the year before.*

# Baccalaureate Degree Recipients by Major/Concentration 1997-2001

## School of Education & Allied Studies

	Year				
	1997	1998	1999	2000	2001
<b>Elementary and Early Childhood Ed.</b>	<b>129</b>	<b>168</b>	<b>133</b>	<b>153</b>	<b>99</b>
<i>Elementary Education</i>	<b>85</b>	<b>115</b>	<b>88</b>	<b>114</b>	<b>71</b>
<i>Early Childhood Education</i>	<b>44</b>	<b>53</b>	<b>45</b>	<b>39</b>	<b>28</b>
<b>Movement Arts, Health Promotion,...</b>	<b>138</b>	<b>158</b>	<b>160</b>	<b>142</b>	<b>112</b>
Athletic Training	7	18	6	10	6
Coaching	3	9	11	3	3
Exercise Science	36	45	52	46	33
Health	0	1	0	0	0
Motor Development	27	25	41	17	9
Physical Education	44	37	33	39	45
Recreation	12	13	10	11	6
Teaching Certification	9	10	7	16	10
<b>Special Education</b>	<b>40</b>	<b>54</b>	<b>86</b>	<b>67</b>	<b>55</b>
Communication Disorders*	19	30	54	40	29
Special Education	21	24	32	27	26

*Notes: Includes double majors.*

*Numbers as reported to HEIRS; include those who graduated in January and May of the year indicated and August the year before.*

*\* Concentration moved to the Special Education Department in 1996. Students already enrolled were given the option of staying in the Communication Studies Department or switching to the Special Education Department.*

# Baccalaureate Degree Recipients by Major/Concentration 1997-2001

## School of Management & Aviation Science

	Year				
	1997	1998	1999	2000	2001
<b>Accounting and Finance</b>	<b>46</b>	<b>54</b>	<b>54</b>	<b>59</b>	<b>48</b>
Accounting	27	28	21	26	20
Finance	19	26	33	33	28
<b>Aviation Science</b>	<b>42</b>	<b>28</b>	<b>30</b>	<b>21</b>	<b>17</b>
Aviation Management	23	15	16	16	12
Flight Training	19	13	14	5	5
<b>Economics</b>	<b>6</b>	<b>13</b>	<b>14</b>	<b>4</b>	<b>6</b>
<b>Management</b>	<b>146</b>	<b>142</b>	<b>147</b>	<b>107</b>	<b>113</b>
Energy and Environmental Management	7	5	6	3	2
Global	1	1	1	1	1
General Management	96	81	89	62	65
Information Systems Management	6	9	16	14	17
Marketing	35	46	35	27	28
Transportation	1	0	0	0	0

*Notes: Includes double major.*

*Numbers as reported to HEIRS; include those who graduated in January and May of the year indicated and August the year before.*

# Graduate Degree Recipients by Major/Concentration and Degree 1997-2001

## Master of Arts/Science

	Year				
	1997	1998	1999	2000	2001
<b>Biology~</b>	1	0	1	1	3
<b>Communication Disorders~</b>	2	0	1	0	0
<b>Chemistry~</b>	1	1	0	0	0
<b>Computer Science</b>	6	4	2	7	9
<b>English</b>	2	9	6	5	3
<b>History~</b>	3	3	0	2	1
<b>Physical Education</b>	5	3	4	4	13
<b>Psychology</b>	10	6	2	8	8
<b>Speech Communications~</b>	0	5	6	5	1

## Master of Public Administration

	Year				
	1997	1998	1999	2000	2001
<b>Public Administration</b>	0	1	1	6	11

## Master of Arts in Teaching

	Year				
	1997	1998	1999	2000	2001
<b>Biology</b>	1	0	1	1	0
<b>Chemistry</b>	1	0	1	0	0
<b>Communication Arts</b>	0	0	0	0	0
<b>Creative Arts</b>	3	1	0	0	1
<b>Earth Science/Geography</b>	0	0	0	0	0
<b>English</b>	1	1	2	2	3
<b>Health Education</b>	NA	NA	NA	NA	1
<b>History</b>	2	1	2	4	2
<b>Math</b>	2	1	1	2	3
<b>Physical Science</b>	1	1	0	2	0
<b>Social Studies</b>	1	1	1	0	0

*Notes: Numbers as reported to HEIRS; include those who graduated in January and May of the year indicated and August the year before.*

*~ Not accepting new students.*

# Graduate Degree Recipients by Major/Concentration and Degree 1997-2001

## Master of Education

	Year				
	1997	1998	1999	2000	2001
<b>Counseling</b>	36	56	33	33	46
<b>Early Childhood</b>	8	4	11	10	10
<b>Educational Leadership</b>	8	12	16	17	23
<b>Elementary Education</b>	8	10	27	22	30
<b>Health Promotion</b>	7	12	10	3	1
<b>Instructional Technology</b>	NA	NA	NA	NA	5
<b>Library Media Studies</b>	2	13	1	6	12
<b>Reading Education</b>	17	14	6	19	16
<b>School Librarian</b>	0	1	0	0	0
<b>Special Education</b>	20	28	16	29	23

## Certificate of Advanced Graduate Study (CAGS) and Post-Master's Certification

	Year				
	1997	1998	1999	2000	2001
<b>CAGS in Education</b>	<b>15</b>	<b>18</b>	<b>17</b>	<b>17</b>	<b>21</b>
Counseling	1	0	0	1	1
Elementary Ed	0	0	0	1	0
Reading	NA	NA	NA	NA	5
School Admin./Ed. Leadership	14	18	17	15	15
<b>Post Master's Certification</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>
Counseling	3	1	0	0	0

*Notes: Numbers as reported to HEIRS; include those who graduated in January and May of the year indicated and August the year before.*



# Graduate Degree Recipients by Major/Concentration and Degree 1997-2001

## Post - Baccalaureate Certification

	Year				
	1997	1998	1999	2000	2001
<b>Elementary and Early Childhood Education</b>	<b>57</b>	<b>61</b>	<b>78</b>	<b>69</b>	<b>54</b>
Early Childhood Education	6	9	8	13	13
Elementary Education	51	52	70	56	41
<b>Movement Arts and Health Promotion</b>	<b>6</b>	<b>7</b>	<b>7</b>	<b>4</b>	<b>7</b>
Health Education	4	5	0	0	2
Physical Education	2	2	7	4	5
<b>Secondary Education and Professional Programs</b>	<b>36</b>	<b>28</b>	<b>38</b>	<b>43</b>	<b>8</b>
Art	3	4	4	1	1
Biology	4	3	4	3	0
Chemistry	2	1	0	1	0
Earth Science	3	1	0	0	1
English	9	2	3	3	1
Foreign Language	1	0	1	1	0
History	7	5	8	9	2
Mathematics	3	2	0	5	1
Middle School	0	9	16	19	1
Music	0	0	0	0	0
Physical Sciences	0	0	0	0	0
Physics	1	1	0	0	0
Social Studies	3	0	2	0	0
Speech Communications	0	0	0	1	1
<b>Special Education</b>	<b>26</b>	<b>25</b>	<b>25</b>	<b>17</b>	<b>14</b>

*Note: Numbers as reported to HEIRS; include those who graduated in January and May of the year indicated and August the year before.*

# Graduate Programs Degrees Awarded/Programs Completed 2001

	Total	MA/ MS/ MPA	MEd	MAT	Post- Bacc	CAGS
<b>Art</b>	<b>1</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>1</b>	<b>*</b>
<b>Biology</b>	<b>3</b>	<b>3</b>	<b>*</b>	<b>0</b>	<b>0</b>	<b>*</b>
<b>Chemistry</b>	<b>0</b>	<b>0</b>	<b>*</b>	<b>0</b>	<b>0</b>	<b>*</b>
<b>Communication Disorders</b>	<b>0</b>	<b>0</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
<b>Computer Science</b>	<b>9</b>	<b>9</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
<b>Counseling</b>	<b>47</b>	<b>*</b>	<b>46</b>	<b>*</b>	<b>0</b>	<b>1</b>
<b>Creative Arts</b>	<b>1</b>	<b>*</b>	<b>*</b>	<b>1</b>	<b>*</b>	<b>*</b>
<b>Early Childhood Ed.</b>	<b>23</b>	<b>*</b>	<b>10</b>	<b>*</b>	<b>13</b>	<b>*</b>
<b>Earth Science</b>	<b>1</b>	<b>*</b>	<b>*</b>	<b>0</b>	<b>1</b>	<b>*</b>
<b>Educational Leadership</b>	<b>38</b>	<b>*</b>	<b>23</b>	<b>*</b>	<b>*</b>	<b>15</b>
<b>Elementary Education</b>	<b>71</b>	<b>*</b>	<b>30</b>	<b>*</b>	<b>41</b>	<b>0</b>
<b>English</b>	<b>7</b>	<b>3</b>	<b>*</b>	<b>3</b>	<b>1</b>	<b>*</b>
<b>Foreign Language</b>	<b>0</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>0</b>	<b>*</b>
<b>Health Education</b>	<b>3</b>	<b>*</b>	<b>*</b>	<b>1</b>	<b>2</b>	<b>*</b>
<b>Health Promotion</b>	<b>1</b>	<b>*</b>	<b>1</b>	<b>*</b>	<b>*</b>	<b>*</b>
<b>History</b>	<b>5</b>	<b>1</b>	<b>*</b>	<b>2</b>	<b>2</b>	<b>*</b>
<b>Instructional Technology</b>	<b>5</b>	<b>*</b>	<b>5</b>	<b>*</b>	<b>*</b>	<b>*</b>
<b>Library Media Studies</b>	<b>12</b>	<b>*</b>	<b>12</b>	<b>*</b>	<b>*</b>	<b>*</b>
<b>Mathematics</b>	<b>4</b>	<b>*</b>	<b>*</b>	<b>3</b>	<b>1</b>	<b>*</b>
<b>Middle School</b>	<b>1</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>1</b>	<b>*</b>
<b>Music</b>	<b>0</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>0</b>	<b>*</b>
<b>Physical Education</b>	<b>18</b>	<b>13</b>	<b>*</b>	<b>0</b>	<b>5</b>	<b>*</b>
<b>Physical Sciences</b>	<b>0</b>	<b>*</b>	<b>*</b>	<b>0</b>	<b>0</b>	<b>*</b>
<b>Physics</b>	<b>0</b>	<b>*</b>	<b>*</b>	<b>0</b>	<b>0</b>	<b>*</b>
<b>Psychology</b>	<b>8</b>	<b>8</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
<b>Public Administration</b>	<b>11</b>	<b>11</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
<b>Reading Education</b>	<b>21</b>	<b>*</b>	<b>16</b>	<b>*</b>	<b>*</b>	<b>5</b>
<b>Social Studies</b>	<b>0</b>	<b>*</b>	<b>*</b>	<b>0</b>	<b>0</b>	<b>*</b>
<b>Special Education</b>	<b>37</b>	<b>*</b>	<b>23</b>	<b>*</b>	<b>14</b>	<b>*</b>
<b>Speech Communications</b>	<b>2</b>	<b>1</b>	<b>*</b>	<b>0</b>	<b>1</b>	<b>*</b>
<b>Total</b>	<b>329</b>	<b>49</b>	<b>166</b>	<b>10</b>	<b>83</b>	<b>21</b>

\* Degree not offered in subject.

# Degree Recipients by Department and Gender 2001

## School of Arts and Sciences Undergraduates and Graduates

	Male	Female	Total	% Female
Social Work	3	39	42	93%
Foreign Languages	1	9	10	90%
Psychology	24	172	196	88%
Music	3	11	14	79%
Art	13	42	55	78%
Communication Studies and Theatre Arts	35	90	125	72%
English	20	48	68	71%
Sociology, Anthropology & Criminal Justice	48	88	136	65%
Chemistry	5	9	14	64%
Biology	19	23	42	55%
Mathematics & Computer Science	24	27	51	53%
History	38	39	77	51%
Earth Science & Geography	18	14	32	44%
Political Science	18	13	31	42%
Philosophy	9	1	10	10%
Physics	2	0	2	0%
<b>Total</b>	<b>280</b>	<b>625</b>	<b>905</b>	<b>69%</b>

## School of Education and Allied Studies Undergraduates and Graduates

	Male	Female	Total	% Female
Elementary & Early Childhood Education	22	192	214	90%
Special Ed. and Communication Disorders	10	82	92	89%
Secondary Education and Prof. Programs	28	82	110	75%
Movement Arts, Health Promotion, ...	61	73	134	54%
<b>Total</b>	<b>121</b>	<b>429</b>	<b>550</b>	<b>78%</b>

## School of Management and Aviation Science Undergraduates and Graduates

	Male	Female	Total	% Female
Management	53	60	113	53%
Accounting and Finance	23	25	48	52%
Economics	4	2	6	33%
Aviation Science	16	1	17	6%
<b>Total</b>	<b>96</b>	<b>88</b>	<b>184</b>	<b>48%</b>

*Notes: Includes double majors.*

*Numbers as reported to HEIRS; include those who graduated in January and May of the year indicated and August the year before.*

## Degree Recipients by Department and Race 2001

### School of Arts and Sciences Undergraduates and Graduates

	<b>Native American</b>	<b>Asian</b>	<b>Black</b>	<b>Hispanic</b>	<b>White</b>	<b>International Students</b>	<b>Unknown/ Other</b>	<b>Total</b>	<b>% Students of Color</b>
Mathematics & Computer Science	0	5	1	1	38	3	3	51	14%
Social Work	0	1	3	1	36	1	0	42	12%
Foreign Languages	0	0	1	0	8	0	1	10	10%
Chemistry	0	1	0	0	11	2	0	14	7%
Comm. Studies and Theatre Arts	1	0	6	2	107	2	7	125	7%
Music	0	0	1	0	11	0	2	14	7%
History	1	0	4	0	64	0	8	77	6%
Political Science	0	0	2	0	22	1	6	31	6%
Art	0	0	1	1	48	1	4	55	4%
English	0	0	2	1	60	0	5	68	4%
Earth Science & Geography	0	1	0	0	31	0	0	32	3%
Psychology	0	0	5	1	175	0	15	196	3%
Sociology, Anthropology & Criminal Justice	0	1	2	1	126	0	6	136	3%
Biology	0	0	0	0	36	2	4	42	0%
Philosophy	0	0	0	0	8	0	2	10	0%
Physics	0	0	0	0	2	0	0	2	0%
<b>Total</b>	<b>2</b>	<b>9</b>	<b>28</b>	<b>8</b>	<b>783</b>	<b>12</b>	<b>63</b>	<b>905</b>	<b>5%</b>

*Notes: Includes double majors.*

*Numbers as reported to HEIRS; includes those who graduated in January and May of the year indicated and August the year before.*

## Degree Recipients by Department and Race 2001

### School of Education and Allied Studies Undergraduates and Graduates

	<b>Native American</b>	<b>Asian</b>	<b>Black</b>	<b>Hispanic</b>	<b>White</b>	<b>International Students</b>	<b>Unknown /Other</b>	<b>Total</b>	<b>% Students of Color</b>
Movement Arts, Health Promotion...	1	0	5	5	110	5	8	134	8%
Elementary & Early Childhood Ed	1	1	0	2	177	0	33	214	2%
Secondary Education and Prof. Prog.	0	1	1	0	96	0	12	110	2%
Special Education	0	0	1	0	84	0	7	92	1%
<b>Total</b>	<b>2</b>	<b>2</b>	<b>7</b>	<b>7</b>	<b>467</b>	<b>5</b>	<b>60</b>	<b>550</b>	<b>3%</b>

### School of Management and Aviation Science Undergraduates and Graduates

	<b>Native American</b>	<b>Asian</b>	<b>Black</b>	<b>Hispanic</b>	<b>White</b>	<b>International Students</b>	<b>Unknown /Other</b>	<b>Total</b>	<b>% Students of Color</b>
Aviation Science	0	0	4	0	12	1	0	17	24%
Economics	0	0	1	0	5	0	0	6	17%
Management	0	2	4	2	96	4	5	113	7%
Accounting and Finance	0	0	2	1	41	1	3	48	6%
<b>Total</b>	<b>0</b>	<b>2</b>	<b>11</b>	<b>3</b>	<b>154</b>	<b>6</b>	<b>8</b>	<b>184</b>	<b>9%</b>

*Notes: Includes double majors.*

*Numbers as reported to HEIRS; includes those who graduated in January and May of the year indicated and August the year before.*

## All Degree Recipients by Residence: Ten Communities with the Highest Number of Graduates 1997-2001

For the past 5 years, Brockton and Bridgewater have been the home-town communities of the largest number of BSC graduates.

2000-2001		1999-2000		1998-1999		1997-1998		1996-1997	
<b>Brockton</b>	75	<b>Brockton</b>	91	<b>Bridgewater</b>	72	<b>Brockton</b>	76	<b>Bridgewater</b>	70
<b>Bridgewater</b>	73	<b>Bridgewater</b>	71	<b>Brockton</b>	70	<b>Bridgewater</b>	71	<b>Brockton</b>	63
<b>Taunton</b>	48	<b>Plymouth</b>	55	<b>New Bedford</b>	57	<b>New Bedford</b>	55	<b>Taunton</b>	48
<b>Plymouth</b>	47	<b>New Bedford</b>	45	<b>Taunton</b>	50	<b>Taunton</b>	53	<b>Weymouth</b>	44
<b>New Bedford</b>	41	<b>Taunton</b>	45	<b>Plymouth</b>	50	<b>Plymouth</b>	42	<b>New Bedford</b>	41
<b>Weymouth</b>	32	<b>Fall River</b>	41	<b>Weymouth</b>	37	<b>Fall River</b>	32	<b>Fall River</b>	37
<b>Fall River</b>	31	<b>Boston</b>	35	<b>Marshfield</b>	34	<b>Weymouth</b>	31	<b>Plymouth</b>	37
<b>Boston</b>	30	<b>Easton</b>	32	<b>Fall River</b>	33	<b>Marshfield</b>	28	<b>Easton</b>	32
<b>North Attleboro</b>	28	<b>Weymouth</b>	32	<b>Stoughton</b>	33	<b>Middleboro</b>	28	<b>Stoughton</b>	28
<b>Abington</b>	27	<b>Middleboro</b>	30	<b>Easton*</b>	31	<b>East Bridgewater</b>	27	<b>Attleboro</b>	25

*\*Also with 31 graduates: Raynham.*

## Retention and Graduation Rates First-Time Full-Time Freshmen

Number Enrolled													
Cohort Year													
Number of Years After Entry	0 **	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
	1	919	867	982	963	1045	1048	1087	1154	1147	1128	1079	1244
	2	682	612	719	680	740	708	762	826	814	837	749	914
	3	573	527	603	563	612	586	627	693	654	695	634	
	4	552	499	570	526	571	551	588	633	597	644		
	5	257	193	288	296	344	336	341	383	361			
	6	54	50	66	78	75	78	87	90				
	24	16	36	31	31	31	31	31					
Number Graduated (Cumulative)													
Cohort Year													
Number of Years After Entry	4	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
	5	272	261	265	213	197	192	211	221	206			
	6	470	409	471	420	454	433	450	488				
	6	504	449	507	469	495	482	503					
Retention Rates													
Cohort Year													
	Fr-Soph	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
	Soph-Jun	74%	71%	73%	71%	71%	68%	70%	72%	71%	74%	69%	73%
Graduation Rates													
Cohort Year													
Number of Years After Entry	4	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
	5	30%	30%	27%	22%	19%	18%	19%	19%	18%			
	6	51%	47%	48%	44%	43%	41%	41%	42%				
	6	55%	52%	52%	49%	47%	46%	46%					

\*\*Initial cohort

## Retention and Graduation Rates First-Time Full-Time Students of Color

Number Enrolled													
Cohort Year													
Number of Years After Entry	0 **	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
	1	59	55	52	63	91	83	98	117	91	69	74	93
	2	35	32	27	32	51	51	54	80	61	36	47	60
	3	31	22	21	25	38	41	38	68	41	28	34	
	4	29	25	21	23	33	34	34	48	41	26		
	5	18	12	16	12	20	23	29	35	28			
	6	5	2	4	6	3	9	8	11				
Number Graduated (Cumulative)													
Cohort Year													
Number of Years After Entry	4	11	6	3	6	8	6	4	16	7			
	5	22	13	12	14	22	19	18	34				
	6	25	16	15	16	24	24	21					
Retention Rates													
Cohort Year													
	Fr-Soph	59%	57%	52%	48%	56%	61%	55%	68%	67%	52%	64%	65%
	Soph-Jun	89%	71%	78%	79%	75%	80%	80%	85%	67%	78%	72%	
Graduation Rates													
Cohort Year													
Number of Years After Entry	4	19%	11%	6%	10%	9%	7%	4%	14%	8%			
	5	37%	24%	23%	22%	24%	23%	18%	29%				
	6	42%	29%	29%	25%	26%	29%	21%					

\*\*Initial Cohort



## Retention and Graduation Rates Full-Time Transfers

Number of Years After Entry	Number Enrolled									
	Cohort Year									
		1992	1993	1994	1995	1996	1997	1998	1999	2000
	0 **	626	535	541	566	588	516	453	460	500
	1	438	368	374	392	395	387	317	312	372
	2	312	292	304	302	307	287	247	237	
	3	143	140	138	140	161	113	118		
	4	36	41	46	48	46	31			
	5	20	14	15	14	20				
	6	10	11	9	11					
Number of Years After Entry	Number Graduated (Cumulative)									
	Cohort Year									
		1992	1993	1994	1995	1996	1997	1998	1999	2000
	2	61	46	52	58	51	59	39	43	
	3	210	171	194	196	184	213	148		
	4	300	262	276	293	292	286			
	5	318	289	306	322	316				
	6	329	297	312	330					
	Retention Rates									
	Cohort Year									
		1992	1993	1994	1995	1996	1997	1998	1999	2000
	Years 0-1	70%	69%	69%	69%	67%	75%	70%	68%	74%
		1992	1993	1994	1995	1996	1997	1998	1999	2000
	Years 1-2	71%	79%	81%	77%	78%	74%	78%	76%	
Number of Years After Entry	Graduation Rates									
	Cohort Year									
		1992	1993	1994	1995	1996	1997	1998	1999	2000
	2	10%	9%	10%	10%	9%	11%	9%	9%	
	3	34%	32%	36%	35%	31%	41%	33%		
	4	48%	49%	51%	52%	50%	55%			
	5	51%	54%	57%	57%	54%				
	6	53%	55%	58%	58%					

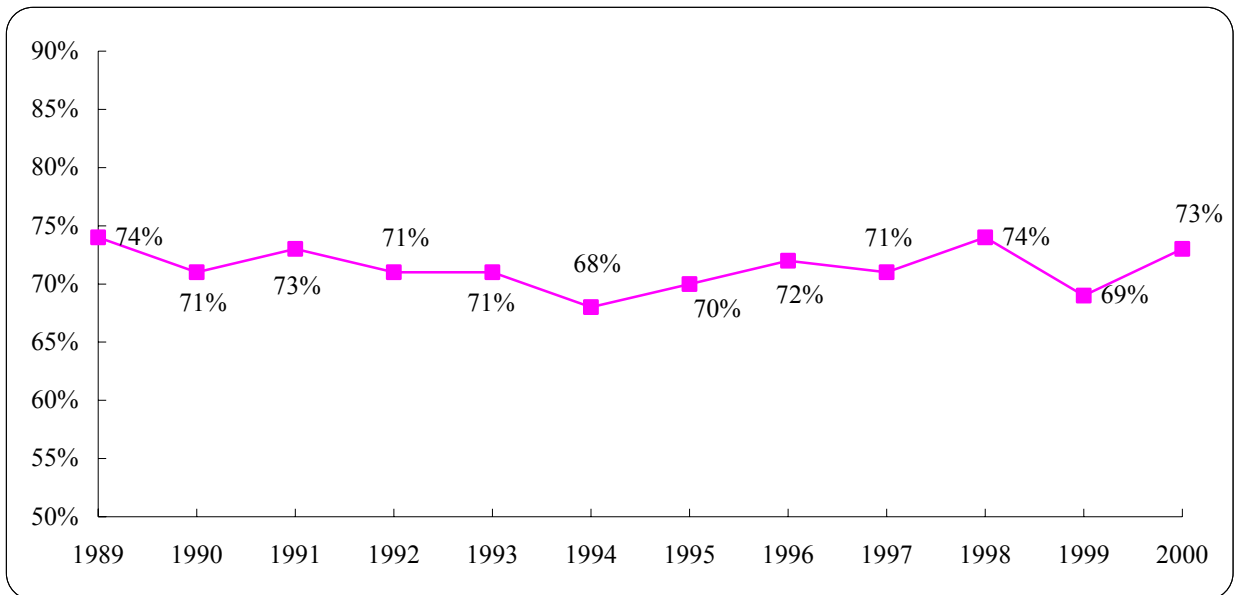
\*\*Initial Cohort

## Retention and Graduation Rates Full-Time Students of Color Transfers

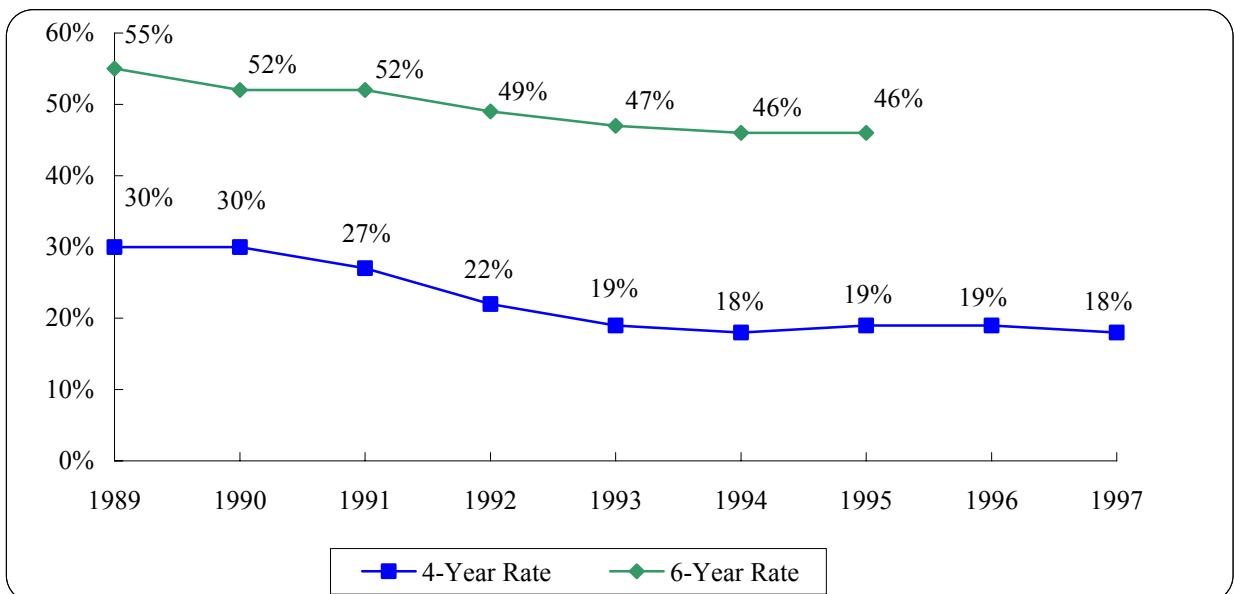
Number of Years After Entry	Number Enrolled									
	Cohort Year									
		1992	1993	1994	1995	1996	1997	1998	1999	2000
	0 **	18	19	27	29	33	27	31	34	30
	1	13	13	17	23	16	20	17	21	22
	2	6	10	12	16	11	16	12	13	
	3	5	4	6	7	5	9	6		
	4	3	0	3	3	2	2			
	5	1	0	2	0	2				
	6	0	0	2	0					
Number of Years After Entry	Number Graduated (Cumulative)									
	Cohort Year									
		1992	1993	1994	1995	1996	1997	1998	1999	2000
	2	2	1	2	4	2	2	2	4	
	3	4	7	7	10	8	6	7		
	4	5	11	10	15	11	12			
	5	6	11	11	17	12				
	6	6	11	11	17					
	Retention Rates									
	Cohort Year									
		1992	1993	1994	1995	1996	1997	1998	1999	2000
	Years 0-1	72%	68%	63%	79%	48%	74%	55%	62%	73%
	Years 1-2	46%	77%	71%	70%	69%	80%	76%	62%	
Number of Years After Entry	Graduation Rates									
	Cohort Year									
		1992	1993	1994	1995	1996	1997	1998	1999	2000
	2	11%	5%	7%	14%	6%	7%	6%	12%	
	3	22%	37%	26%	34%	24%	22%	23%		
	4	28%	58%	37%	52%	33%	44%			
	5	33%	58%	41%	58%	36%				
	6	33%	58%	41%	59%					

\*\*Initial Cohort

## Freshman-Sophomore Retention Rates By Cohort Year



## 4- and 6- Year Graduation Rates by Cohort Year



*Note: Percentages based on a cohort of first-time, full-time freshman.*

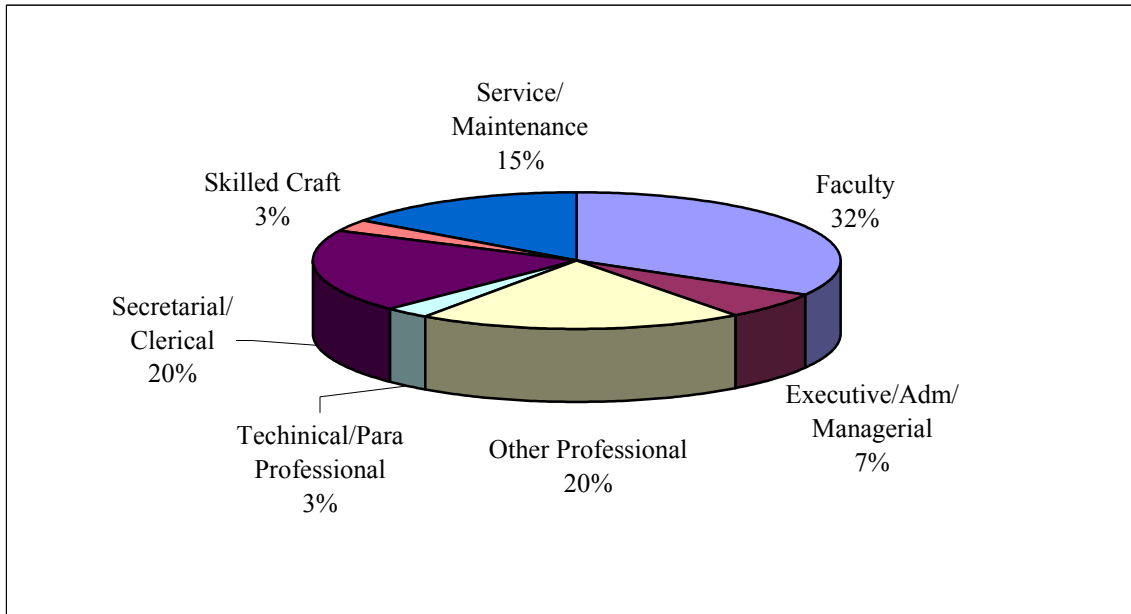


*Faculty & Staff  
Data*

*Office of Institutional Research and Assessment*

# Full-Time Employees Fall 2001

## Distribution of Full-time Employees



	Men	Women	% Women	Faculty & Staff of Color	White	% Faculty & Staff of Color	Total
<b>Faculty</b>	155	108	41%	35	228	13%	263
<b>Executive/Admin/ Managerial</b>	25	27	52%	6	46	12%	52
<b>Other Professional</b>	54	103	66%	9	148	6%	157
<b>Technical/ ParaProfessional</b>	5	17	77%	0	22	0%	22
<b>Secretarial/Clerical</b>	9	148	94%	6	151	4%	157
<b>Skilled Craft</b>	21	1	5%	0	22	0%	22
<b>Service/Maintenance</b>	75	44	37%	22	97	18%	119
<b>Total</b>	<b>344</b>	<b>448</b>	<b>56%</b>	<b>78</b>	<b>714</b>	<b>10%</b>	<b>792</b>

## Full-time Faculty Fall 2001

### Full-time Faculty by Tenure Status and Gender

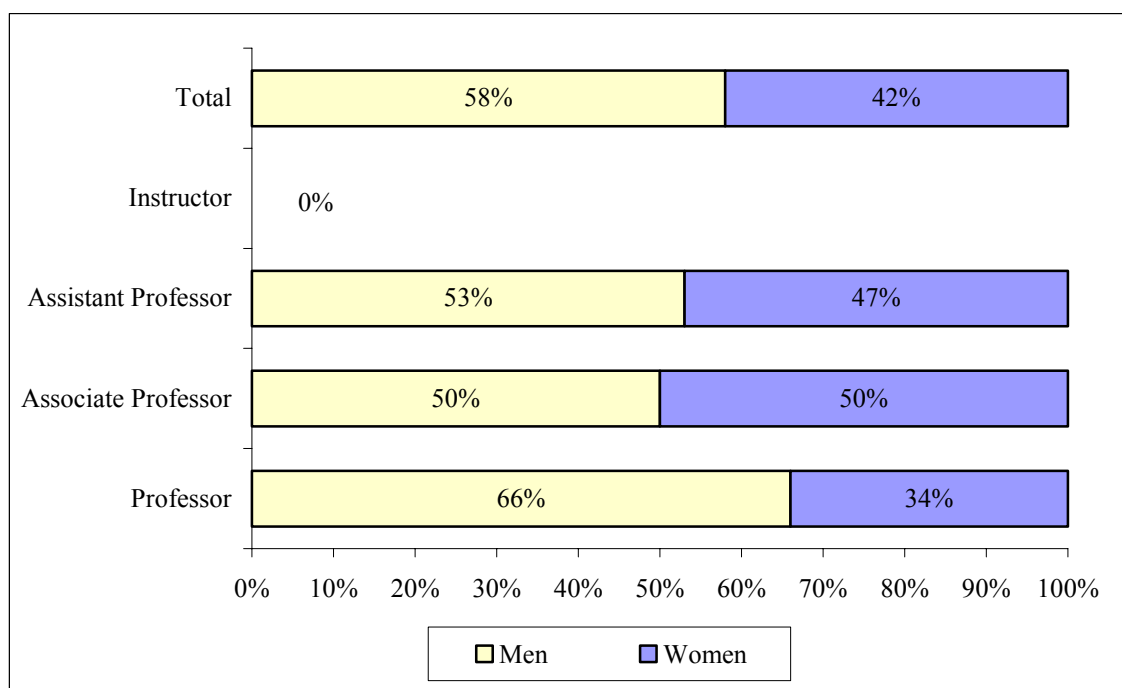
	Tenure-Track		Not on Tenure Track	Percent Tenured **
	Tenured	Non-Tenured		
<b>Men</b>	110	39	6	74%
<b>Women</b>	62	44	2	58%
<b>Total</b>	<b>172</b>	<b>83</b>	<b>8</b>	<b>67%</b>

*\*\*Of tenure-track faculty*

### Full-time Faculty (Tenured or on Tenure-Track) by Rank and Gender

	Men	Women	Total
<b>Professor</b>	76	39	115
<b>Associate Professor</b>	25	24	49
<b>Assistant Professor</b>	48	42	90
<b>Instructor</b>	0	1	1
<b>Total</b>	<b>149</b>	<b>106</b>	<b>255</b>

### Gender Distribution of Full-time Faculty (Tenured or on Tenure-Track) by Rank

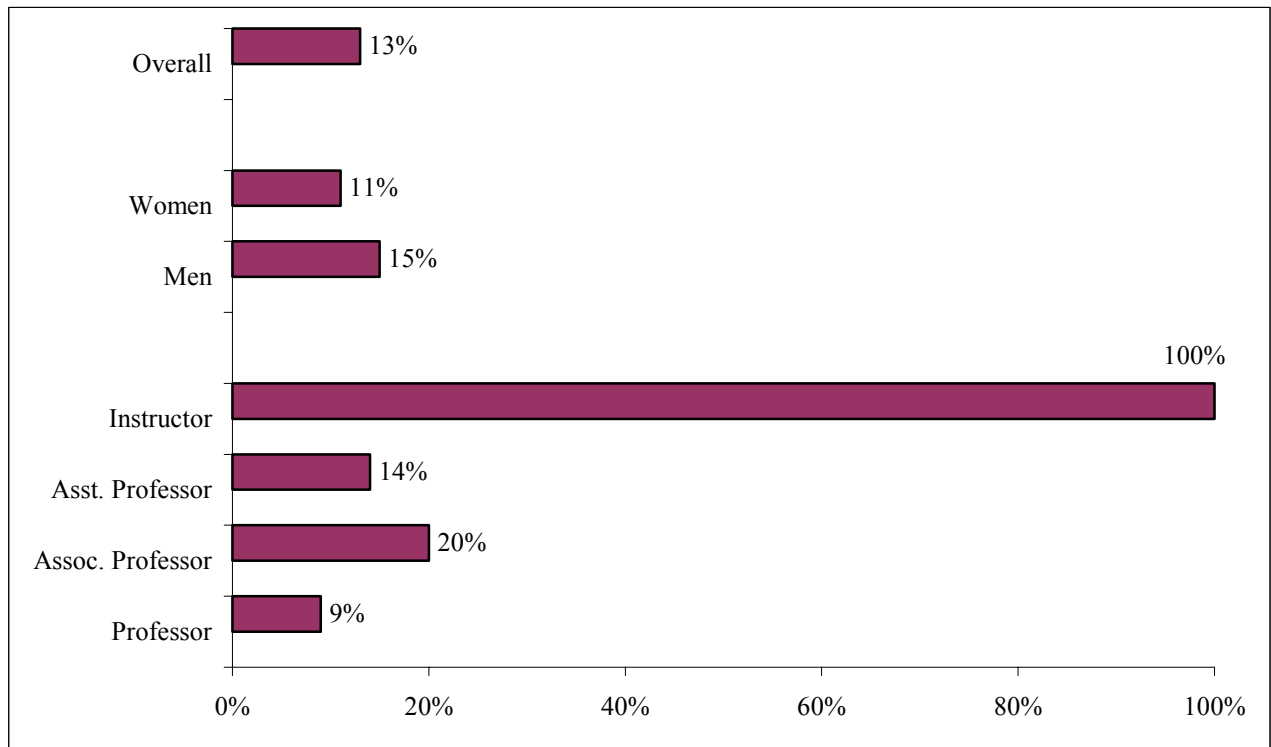


## Full-time Faculty by Race Fall 2001

### Full-time Faculty (Tenured or on Tenure-Track) by Race, Gender and Rank

	Black	Asian	Hispanic	White	Total
<b>Professor</b>	3	7	0	105	115
<b>Associate Professor</b>	5	4	1	39	49
<b>Assistant Professor</b>	3	7	3	77	90
<b>Instructor</b>	0	0	1	0	1
<b>Men</b>	6	14	2	127	149
<b>Women</b>	5	4	3	94	106
<b>Total</b>	<b>11</b>	<b>18</b>	<b>5</b>	<b>221</b>	<b>255</b>

### Percentage Among Full-time Faculty of Color (Tenured or on Tenure-Track) by Gender, Rank, and Overall

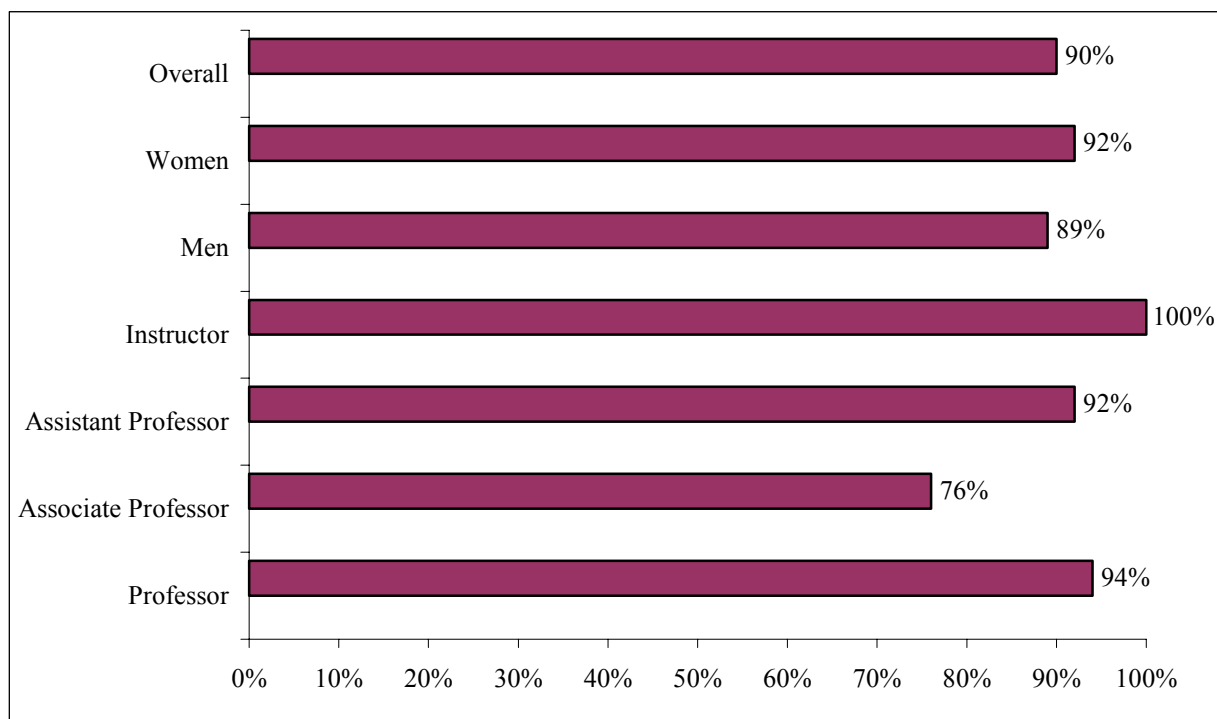


## Full-time Faculty with Terminal Degrees Fall 2001

### Full-time Faculty (Tenured or on Tenure-Track) with Terminal Degree by Gender, Rank

	Total	With Terminal Degree
<b>Professor</b>	115	108
<b>Associate Professor</b>	49	37
<b>Assistant Professor</b>	90	83
<b>Instructor</b>	1	1
<b>Men</b>	149	132
<b>Women</b>	106	97
<b>Total</b>	<b>255</b>	<b>229</b>

### Percentage of Full-time Faculty (Tenured or on Tenure-Track) with Terminal Degree, by Rank, Gender, and Overall





## Full-Time, Tenure-Track Faculty: Comparisons among Schools Fall 2001

	Arts & Sciences	Education & Allied Studies	Management & Aviation Science
<b>Percentage tenured</b>	65%	74%	69%
<b>Rank</b>			
Professor	43%	47%	58%
Associate Professor	19%	23%	15%
Assistant Professor	38%	30%	27%
Instructor	1%	0%	0%
<b>Percentage female</b>	39%	55%	32%
<b>Percentage faculty of color</b>	16%	6%	11%
<b>Age</b>			
50 or older	54%	70%	68%
60 or older	17%	17%	18%
<b>Average age</b>	50	54	54
<b>Percentage with terminal degree</b>	92%	89%	81%
<b>Average years at BSC</b>	14	14	11

## Departmental Rank Orderings by Selected Faculty Characteristics\* Fall 2001

By percentage faculty of color:		By percentage female:		By percentage tenured: **	
Chemical Sciences	40.0%	Social Work	83.3%	Economics	100.0%
Economics	40.0%	Foreign Languages	66.7%	Math & Computer Science	90.0%
Soc., Anthrop. & Crim. Justice	38.5%	Spec. Ed. & Comm. Disorders	66.7%	Elementary Education	84.6%
Foreign Languages	33.3%	Secon. Ed. & Prof. Programs	61.5%	English	81.0%
Social Work	33.3%	Music	57.1%	Movement Arts...	77.8%
Math & Computer Science	23.8%	Elementary Education	53.8%	Comm. Studies & Theatre Arts	75.0%
Art	16.7%	Art	50.0%	Accounting and Finance	71.4%
Earth Sciences & Geography	16.7%	Comm. Studies & Theatre Arts	50.0%	Political Science	71.4%
History	14.3%	English	50.0%	Management	70.0%
Music	14.3%	Soc., Anthrop. & Crim. Justice	46.2%	<b>College-wide</b>	<b>67.5%</b>
<b>College-wide</b>	<b>13.3%</b>	Movement Arts...	44.4%	Philosophy	66.7%
Political Science	12.5%	Accounting and Finance	42.9%	Psychology	66.7%
Spec. Ed. & Comm. Disorders	11.1%	<b>College-wide</b>	<b>41.1%</b>	Social Work	66.7%
Biological Sciences	10.0%	Psychology	40.0%	Spec. Ed & Comm. Disorders	66.7%
English	8.3%	Management	33.3%	Art	63.6%
Management	8.3%	Philosophy	33.3%	Secon. Ed. & Prof. Programs	61.5%
Secon. Ed. & Prof. Programs	7.7%	Biological Sciences	30.0%	Soc., Anthrop. & Crim. Justice	61.5%
Psychology	6.7%	History	28.6%	Chemical Sciences	60.0%
Movement Arts...	5.6%	Aviation Science	25.0%	Earth Sciences & Geography	58.3%
Accounting and Finance	0.0%	Physics	25.0%	History	57.1%
Aviation Science	0.0%	Political Science	25.0%	Biological Sciences	50.0%
Comm. Studies & Theatre Arts	0.0%	Chemical Sciences	20.0%	Music	42.9%
Elementary Education	0.0%	Economics	20.0%	Foreign Languages	33.3%
Philosophy	0.0%	Earth Sciences & Geography	16.7%	Physics	25.0%
Physics	0.0%	Math & Computer Science	9.5%	Aviation Science	25.0%

\*Includes both tenure track and non-tenure track

\*\*Percentages based on tenure track faculty

## Departmental Rank Orderings by Selected Faculty Characteristics\* Fall 2001

By percentage with terminal degree:		By average years since terminal degree:		By average years at BSC:	
Aviation Science	100.0%	Philosophy	28.0%	Math & Computer Science	21.0%
Biological Sciences	100.0%	Art	26.3%	Economics	17.8%
Chemical Sciences	100.0%	Math & Computer Science	25.9%	Movement Arts...	17.6%
Earth Sciences & Geography	100.0%	Accounting and Finance	22.8%	English	17.0%
Foreign Languages	100.0%	Management	22.6%	Elementary Education	16.9%
Music	100.0%	Biological Sciences	21.3%	Psychology	16.9%
Philosophy	100.0%	Comm. Studies & Theatre Arts	21.3%	Philosophy	16.8%
Physics	100.0%	Psychology	21.3%	Art	16.0%
Psychology	100.0%	English	20.8%	Comm. Studies & Theatre Arts	13.8%
Secon. Ed. & Prof. Programs	100.0%	Soc., Anthropol. & Crim. Justice	20.8%	History	13.6%
Social Work	100.0%	Movement Arts...	20.7%	<b>College-wide</b>	<b>13.5%</b>
Soc., Anthropol. & Crim. Justice	100.0%	<b>College-wide</b>	<b>20.3%</b>	Accounting and Finance	13.0%
Spec. Ed. & Comm. Disorders	100.0%	History	19.9%	Soc., Anthropol. & Crim. Justice	12.9%
Comm. Studies & Theatre Arts	93.8%	Elementary Education	19.6%	Biological Sciences	11.7%
History	92.9%	Chemical Sciences	19.5%	Earth Sciences & Geography	10.2%
Art	91.7%	Spec. Ed. & Comm. Disorders	18.3%	Management	10.2%
English	91.7%	Foreign Languages	18.0%	Spec. Ed. & Comm. Disorders	10.2%
Management	91.7%	Earth Sciences & Geography	16.6%	Political Science	10.0%
<b>College-wide</b>	<b>89.4%</b>	Political Science	16.4%	Chemical Sciences	9.4%
Political Science	87.5%	Aviation Science	16.3%	Secon. Ed. & Prof. Programs	8.2%
Movement Arts...	83.3%	Secon. Ed. & Prof. Programs	16.1%	Social Work	8.2%
Economics	80.0%	Economics	15.4%	Music	6.9%
Elementary Education	76.9%	Social Work	11.0%	Foreign Languages	6.6%
Accounting and Finance	57.1%	Music	9.8%	Aviation Sciences	3.8%
Math & Computer Science	47.6%	Physics	9.0%	Physics	2.0%

\*Includes both tenure track and non-tenure track

## Departmental Rank Orderings by Selected Faculty Characteristics\*

### Fall 2001

By average age:		By percentage at least 60 years of age:		By percentage at least 50 years of age:	
Elementary Education	56.8	Elementary Education	38.5%	Management	83.3%
Management	56.2	Accounting and Finance	28.6%	English	79.2%
Math & Computer Science	55.7	Psychology	26.7%	Elementary Education	76.9%
Accounting and Finance	54.3	Management	25.0%	Secon. Ed. & Prof. Programs	76.9%
Movement Arts...	53.2	Math & Computer Science	23.8%	Math & Computer Science	76.2%
Secon. Ed. & Prof. Programs	53.1	Soc., Anthropol. & Crim. Justice	23.1%	Movement Arts...	72.2%
English	52.9	History	21.4%	Soc., Anthropol. & Crim. Justice	69.2%
Economics	51.8	English	20.8%	Philosophy	66.7%
Soc., Anthropol. & Crim. Justice	51.5	Chemical Sciences	20.0%	Comm. Studies & Theatre Arts	62.5%
Comm. Studies & Theatre Arts	51.2	Comm. Studies & Theatre Arts	18.8%	Economics	60.0%
Philosophy	51.2	<b>College-wide</b>	<b>17.1%</b>	<b>College-wide</b>	<b>58.6%</b>
Spec. Ed. & Comm. Disorders	51.1	Art	16.7%	Art	58.3%
<b>College-wide</b>	<b>50.8</b>	Philosophy	16.7%	Accounting and Finance	57.1%
Art	50.3	Secon. Ed. & Prof. Programs	15.4%	Psychology	53.3%
Psychology	50.1	Political Science	12.5%	Aviation Science	50.0%
Social Work	49.8	Foreign Languages	11.1%	Social Work	50.0%
History	48.1	Spec. Ed. & Comm. Disorders	11.1%	Foreign Languages	44.4%
Aviation Science	47.8	Biological Sciences	10.0%	Spec. Ed. & Comm. Disorders	44.4%
Biological Sciences	47.2	Earth Sciences & Geography	8.3%	History	42.9%
Chemical Sciences	46.6	Movement Arts...	5.6%	Biological Sciences	40.0%
Earth Sciences & Geography	45.6	Aviation Science	0.0%	Political Science	37.5%
Music	45.3	Economics	0.0%	Earth Sciences & Geography	25.0%
Political Science	44.7	Music	0.0%	Chemical Sciences	20.0%
Foreign Languages	43.7	Physics	0.0%	Music	14.3%
Physics	35.5	Social Work	0.0%	Physics	0.0%

\*Includes both tenure track and non-tenure track

## Student/Faculty Ratios Fall 2001

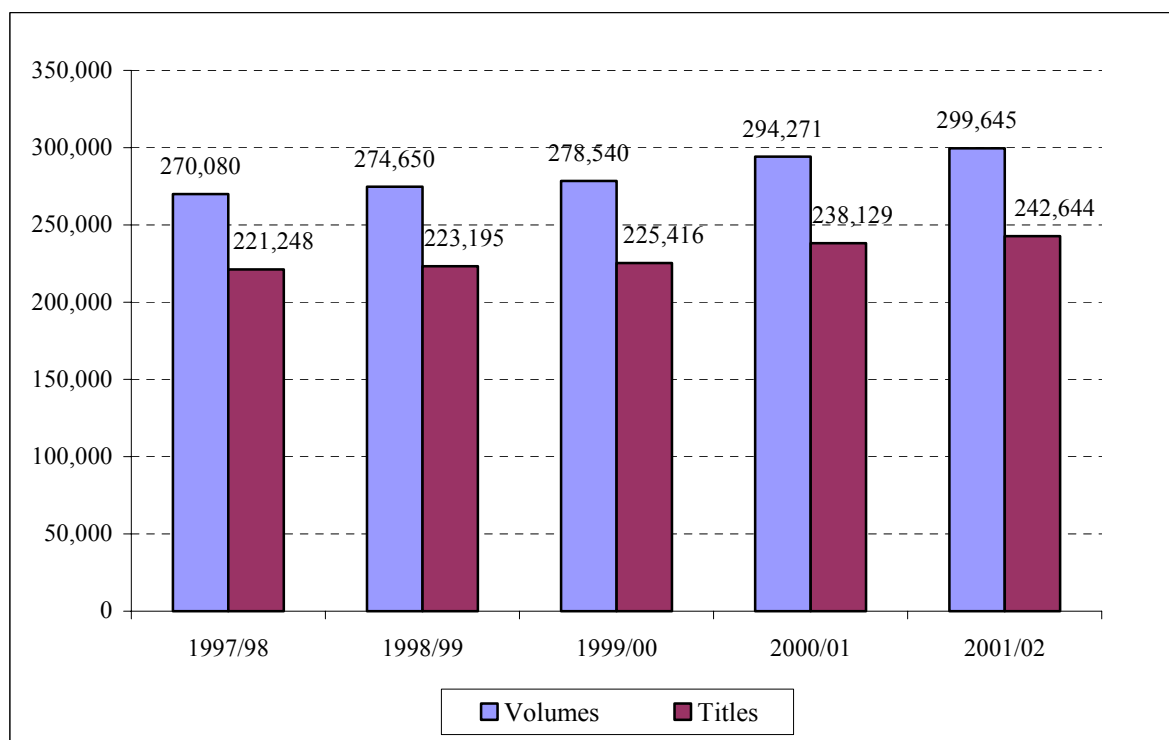
Department	Full-Time Faculty	Faculty FTE			Undergrad	Student FTE		Student/ Faculty Ratio
		Full-Time	Part-Time	Total		Graduate	Total	
Art	12	11.4	7.5	18.9	269.7	3.0	272.7	14.4
Biological Sciences	10	8.9	2.9	11.9	169.1	5.3	174.3	14.7
Chemical Sciences	5	4.5	1.2	5.7	78.6	3.1	81.7	14.4
Communications Studies & Theatre Arts	16	14.0	8.4	22.4	381.2	1.0	382.2	17.0
Earth Sciences & Geography	12	11.4	1.6	13.0	231.5	4.0	235.5	18.1
English	24	21.6	10.7	32.3	564.0	16.3	580.3	18.0
Foreign Languages	9	8.4	6.0	14.4	259.0	5.3	264.3	18.3
History	14	11.4	5.5	16.9	486.6	7.3	493.9	29.3
Math & Computer Science	21	19.4	7.4	26.8	603.1	37.2	640.2	23.9
Music	7	6.4	6.2	12.6	175.5	1.5	177.0	14.1
Philosophy	6	5.8	0.4	6.2	165.2	0.3	165.5	26.6
Physics	4	3.8	0.0	3.8	60.5	1.4	62.0	16.3
Political Science	8	6.6	1.1	7.7	129.0	20.1	149.1	19.4
Psychology	15	14.6	4.5	19.1	497.4	18.2	515.6	27.0
Social Work	6	5.8	0.4	6.2	63.9	0.5	64.4	10.4
Sociology, Anthropology & Criminal Justice	13	11.4	5.8	17.2	407.6	1.3	408.9	23.7
<b>Total - School of Arts and Sciences</b>	<b>182</b>	<b>165.4</b>	<b>69.7</b>	<b>235.1</b>	<b>4541.9</b>	<b>125.5</b>	<b>4667.4</b>	<b>19.9</b>
Elementary & Early Childhood Education	13	11.6	5.0	16.6	90.5	131.1	221.7	13.4
Movement Arts, . . .	18	16.8	4.8	21.6	297.0	39.9	336.9	15.6
Secondary Ed & Professional Programs	13	11.1	5.9	17.0	92.6	258.3	350.9	20.7
Special Education & Comm. Disorders	9	8.0	1.9	9.9	86.1	77.6	163.7	16.6
<b>Total - School of Education</b>	<b>53</b>	<b>47.5</b>	<b>17.6</b>	<b>65.0</b>	<b>566.2</b>	<b>507.0</b>	<b>1073.2</b>	<b>16.5</b>
Accounting and Finance	7	6.6	2.8	9.4	207.0	6.5	213.5	22.7
Aviation Science	5	4.0	1.4	5.4	100.8	1.0	101.8	18.9
Economics	4	3.8	0.0	3.8	40.7	0.5	41.2	10.9
Management	12	11.0	1.2	12.2	208.2	22.5	230.7	18.9
<b>Total - School of Management</b>	<b>28</b>	<b>25.4</b>	<b>5.4</b>	<b>30.8</b>	<b>556.7</b>	<b>30.5</b>	<b>587.2</b>	<b>19.1</b>
<b>Total - Bridgewater State College</b>	<b>263</b>	<b>238.3</b>	<b>92.7</b>	<b>330.9</b>	<b>5664.8</b>	<b>663.0</b>	<b>6327.8</b>	<b>19.1</b>



## *Library Data*

*Office of Institutional Research and Assessment*

## Number of Volumes and Titles 1997/98 – 2001/02



*Note: Volume count does not include bound serial volumes.*

## Electronic Resources 1997/98 – 2001/02

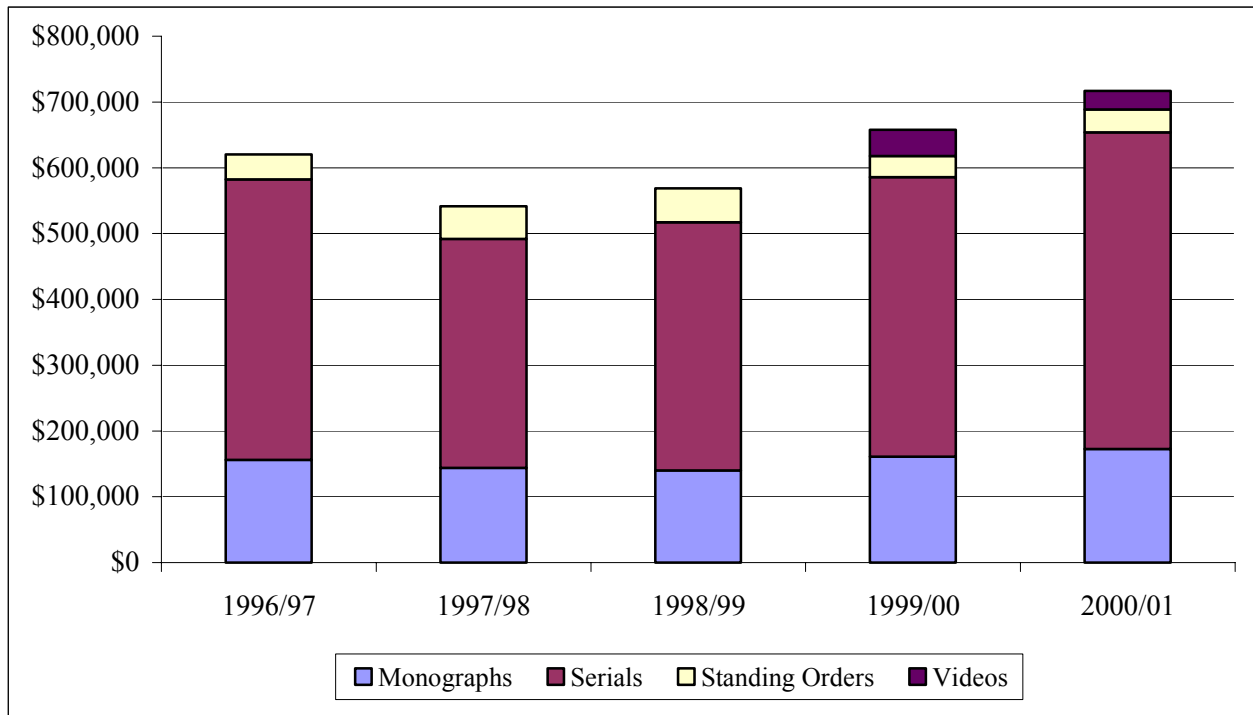
Year	# Electronic Full Text Titles	# Print-Based Titles	Cost of Electronic Full Text Titles	Cost per Electronic Full Text Title
<b>1997/98</b>	1,535	1,555	\$86,116	\$56.10
<b>1998/99</b>	8,522	1,511	\$103,707	\$12.17
<b>1999/00</b>	12,599	1,561	\$65,699	\$5.21
<b>2000/01</b>	14,365	1,546	\$76,074	\$5.30
<b>2001/02</b>	19,498	1,100	\$86,971	\$4.46

The significant increase in the number of electronic full text titles in 1999/00 is due to the decision to include the full text titles Maxwell Library receives through its membership in SEMLS (Southeastern Massachusetts Regional Library System). Maxwell does not pay directly for these titles and there is no charge for membership in SEMLS so no cost has been assigned to these resources. Maxwell Library has been a member of SEMLS since its inception in 1998.

**Total Expenditures:  
All Media/Materials  
1996/97 – 2000/01**

Year	Monographs	Serials	Standing Orders	Videos	Total
1996/97	\$155,896	\$426,173	\$38,157	N/A	\$620,226
1997/98	\$143,933	\$348,027	\$49,424	N/A	\$541,384
1998/99	\$140,100	\$377,071	\$51,511	N/A	\$568,682
1999/00	\$160,787	\$424,982	\$31,750	\$40,023	\$657,541
2000/01	\$172,535*	\$481,112	\$34,955	\$28,405	\$717,007

**Total Expenditures:  
Monographs & Serials  
1996/97 – 2000/01**



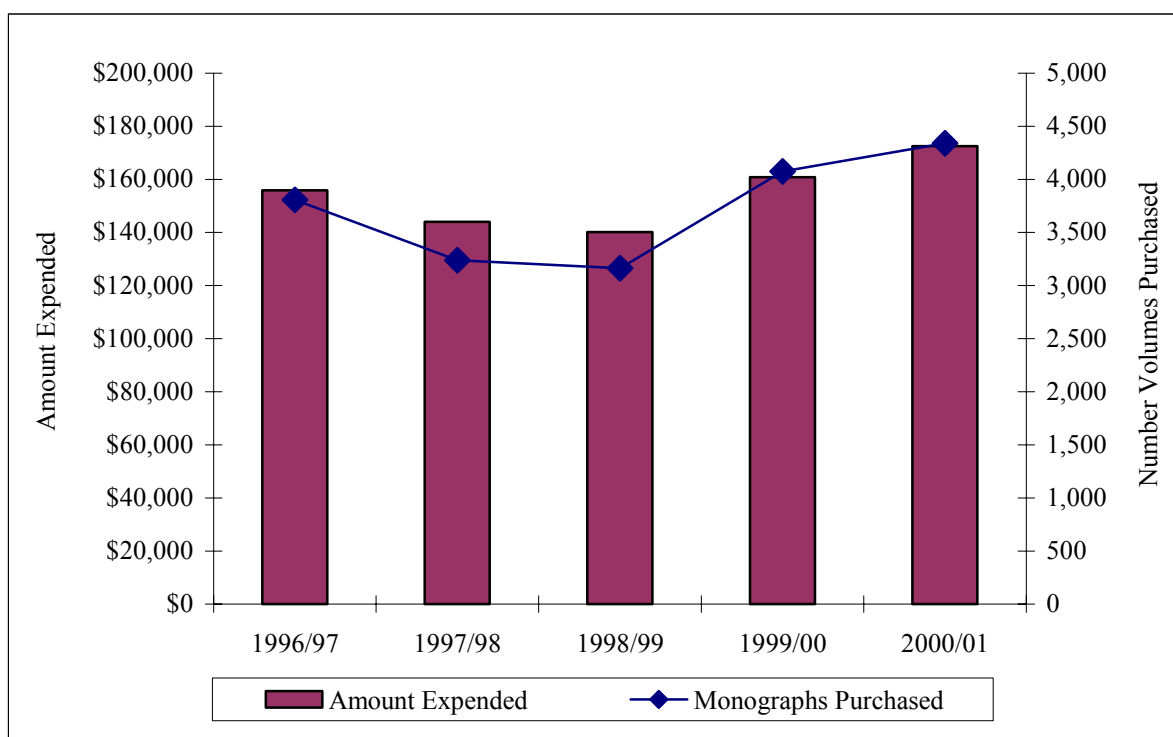
*\*An \$11,311 credit was applied in 2000/01*



## Monograph Expenditures 1996/97 – 2000/01

Year	Amount Expended	Monographs Purchased	Avg Cost per Monograph
<b>1996/97</b>	\$155,896	3,806	\$40.96
<b>1997/98</b>	\$143,933	3,238	\$44.45
<b>1998/99</b>	\$140,100	3,163	\$44.29
<b>1999/00</b>	\$160,787	4,075	\$39.46
<b>2000/01</b>	\$172,535	4,341	\$39.75

*Note: A one time credit of \$11,311 was included in the total amount expended for 2000/01.*



## Monograph Expenditures by Department/Collection 1996/97 – 2000/01

	1996/97	1997/98	1998/99	1999/00	2000/01
<b>Collections</b>	<b>\$62,405</b>	<b>\$60,592</b>	<b>\$54,397</b>	<b>\$89,769</b>	<b>\$80,573</b>
Children's & YA	\$2,852	\$2,806	\$3,033	\$3,192	\$3,217
Educational Resources	\$15,081	\$16,135	\$16,635	\$14,966	\$23,158
General	\$726	\$382	\$3,455	\$0	\$142
Reference	\$41,723	\$39,948	\$30,935	\$27,866	\$20,023
Software	\$1,500	-	-	\$1,799	\$2,000
Special Collections	\$523	\$1,321	\$1,321	\$1,923	\$3,628
Videos	NA	NA	NA	\$40,023	\$28,405
<b>Academic</b>	<b>\$93,491</b>	<b>\$83,341</b>	<b>\$88,629</b>	<b>\$114,232</b>	<b>\$122,367</b>
<b>Department Areas</b>					
Anthropology	\$2,161	\$1,671	\$2,858	\$3,426	\$1,744
Art	\$3,381	\$3,764	\$3,057	\$6,555	\$8,820
Asian Studies	-	-	-	-	\$2,242
Aviation Science	\$574	\$437	\$765	\$518	\$1,591
Biology	\$1,676	\$1,398	\$3,060	\$10,634	\$5,943
Canadian Studies	-	-	-	-	\$3,615
Chemistry	\$812	\$284	\$1,778	\$771	\$1,423
Communication Studies	\$4,977	\$2,908	\$4,005	\$8,309	\$6,660
Earth Sciences & Geog.	\$1,530	\$1,640	\$1,540	\$13,326	\$2,140
Economics	\$4,531	\$3,763	\$2,804	\$768	\$1,101
Education	\$8,902	\$6,393	\$8,052	\$9,418	\$10,798
English	\$6,622	\$7,354	\$7,410	\$12,241	\$12,501
Foreign Languages	\$3,286	\$1,564	\$2,039	\$3,916	\$4,476
History	\$15,716	\$16,475	\$10,473	\$12,273	\$19,534
Management Science	\$2,583	\$2,385	\$2,940	\$2,843	\$5,230
Math & CS	\$4,933	\$4,883	\$2,603	\$1,194	\$2,603
Media & Librarianship	\$1,076	\$804	\$1,258	\$1,335	\$1,958
Movement Arts	\$5,915	\$4,497	\$6,604	\$5,150	\$4,506
Music	\$3,644	\$3,269	\$4,639	\$1,927	\$2,250
Philosophy	\$4,186	\$3,526	\$3,773	\$1,299	\$3,363
Physics	\$1,447	\$697	\$1,951	\$1,392	\$1,993
Political Science	\$5,801	\$6,378	\$7,132	\$3,850	\$5,922
Psychology	\$2,141	\$2,419	\$3,140	\$5,428	\$3,624
Social Work	\$735	\$1,702	\$1,032	\$268	\$1,311
Sociology	\$6,862	\$5,130	\$5,716	\$7,390	\$7,019
<b>Total--Collections and Academic Departments</b>	<b>\$155,896</b>	<b>\$143,933</b>	<b>\$143,026</b>	<b>\$204,001</b>	<b>\$202,940</b>

*Note: Asian Studies and Canadian Studies added 2000/01.*

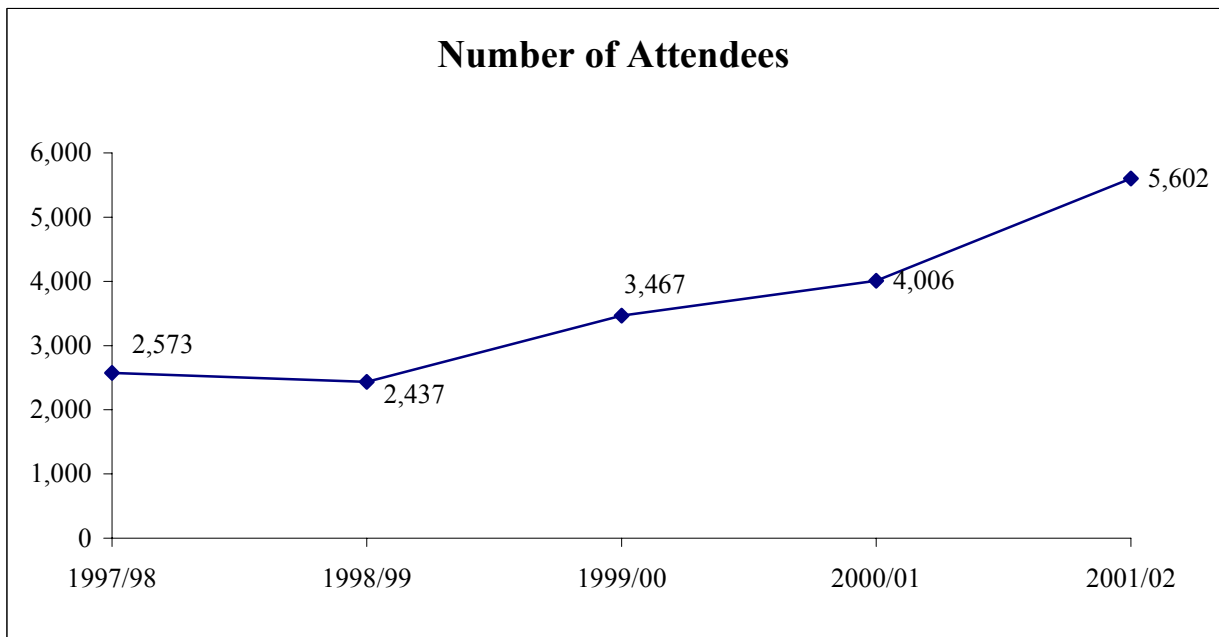
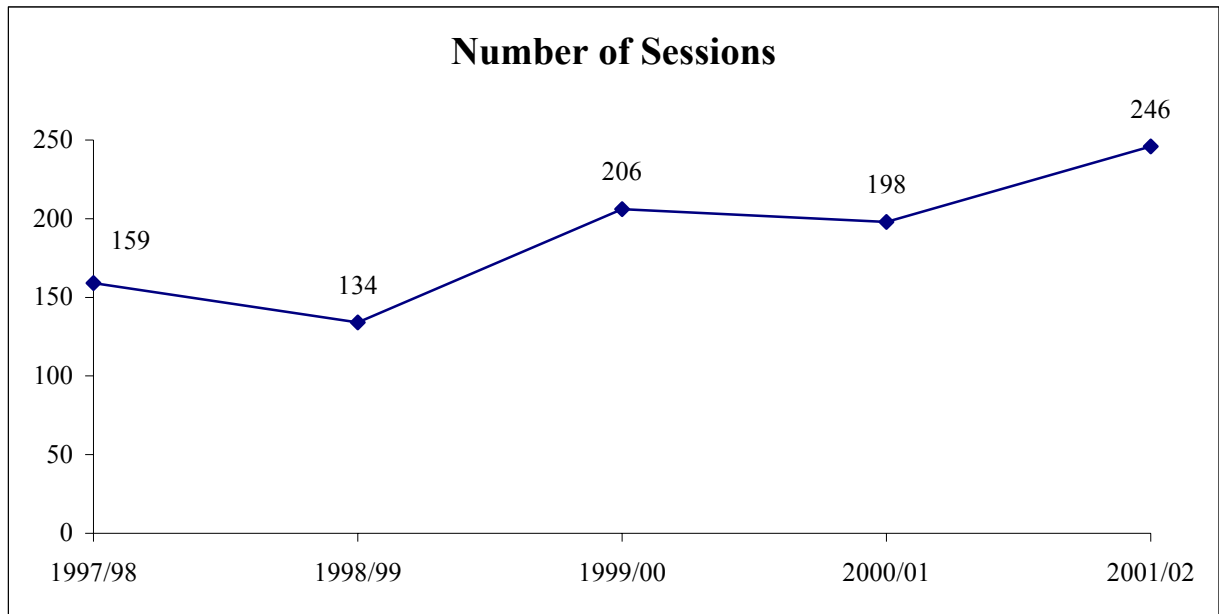
## Serial Expenditures by Department/Collection 2001/02

Subject Area	Number of Titles	Cost	Average Price/Title	% of Total Cost	% of Total Titles
Newspapers	26	\$32,361	\$1,244.65	7.7%	2.3%
General	45	\$16,436	\$365.24	3.9%	3.9%
General Electronic Full Text*	23	\$61,374	\$2,668.43	14.7%	2.0%
Anthropology	20	\$2,529	\$126.45	0.6%	1.7%
Art	25	\$5,441	\$217.64	1.3%	2.2%
Aviation Science	19	\$2,020	\$106.32	0.5%	1.6%
Biological Sciences	62	\$52,412	\$845.35	12.5%	5.4%
Chemical Sciences	14	\$19,952	\$1,425.14	4.8%	1.2%
Comm. Studies & Theater	38	\$5,477	\$144.13	1.3%	3.3%
Earth Sciences & Geography	40	\$17,375	\$434.38	4.2%	3.5%
Economics	27	\$5,048	\$186.96	1.2%	2.3%
Education	123	\$20,792	\$169.04	5.0%	10.7%
Educational Resource Center	17	\$6,623	\$389.59	1.6%	1.5%
English	89	\$10,568	\$118.74	2.5%	7.7%
Foreign Languages	29	\$2,283	\$78.72	0.5%	2.5%
History	81	\$14,714	\$181.65	3.5%	7.0%
Library/Media	28	\$5,002	\$178.64	1.2%	2.4%
Management	40	\$21,046	\$526.15	5.0%	3.5%
Math & CS	24	\$11,395	\$474.79	2.7%	2.1%
Movement Arts,...	73	\$12,643	\$173.19	3.0%	6.3%
Music	28	\$4,943	\$176.54	1.2%	2.4%
Philosophy	45	\$6,213	\$138.07	1.5%	3.9%
Physics	5	\$4,476	\$895.20	1.1%	0.4%
Political Science	73	\$16,844	\$230.74	4.0%	6.3%
Psychology	60	\$29,354	\$489.23	7.0%	5.2%
Public Administration	25	\$4,912	\$196.48	1.2%	2.2%
Social Work	30	\$9,734	\$324.47	2.3%	2.6%
Sociology	45	\$16,237	\$360.82	3.9%	3.9%
<b>Total</b>	<b>1,154</b>	<b>\$418,204</b>	<b>\$362.40</b>		

*\*Electronic full text resources provide access to multiple full text titles across discipline.*

## Classroom-Integrated Library Instruction 1997/98 – 2001/02

"Library Instruction" sessions are offered as a component of many classes and are a measure of library use. Sessions are usually taught by librarians and provide discipline-specific information about library research. The significant increase in 1999/00 reflects the first-time inclusion of data for sessions in Maxwell's Curriculum Library.



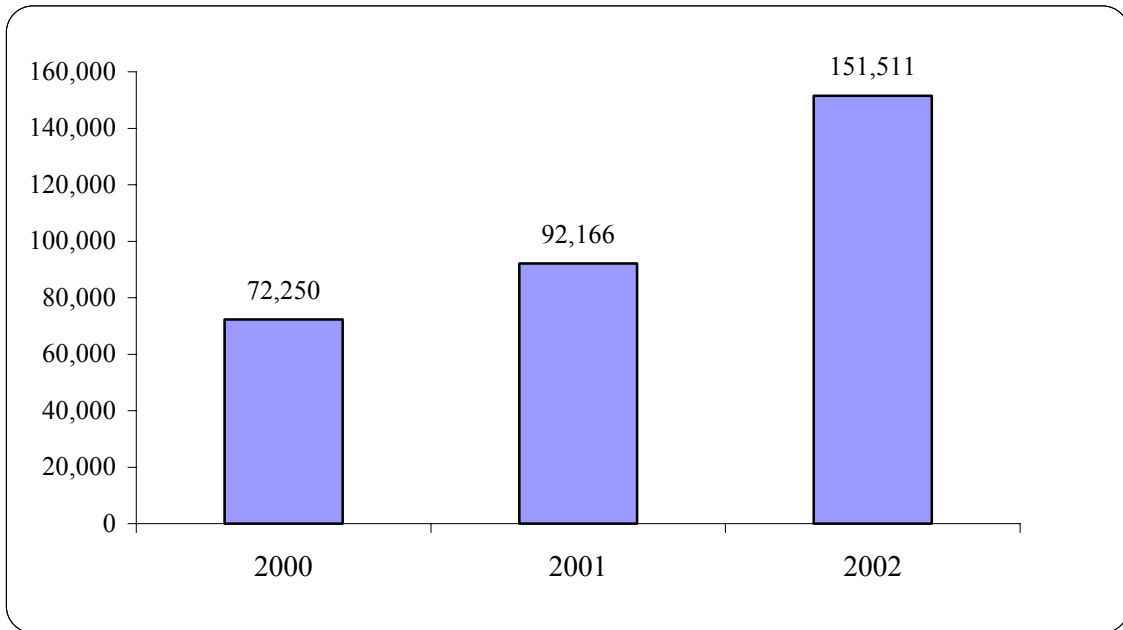


*Information Technology  
Data*

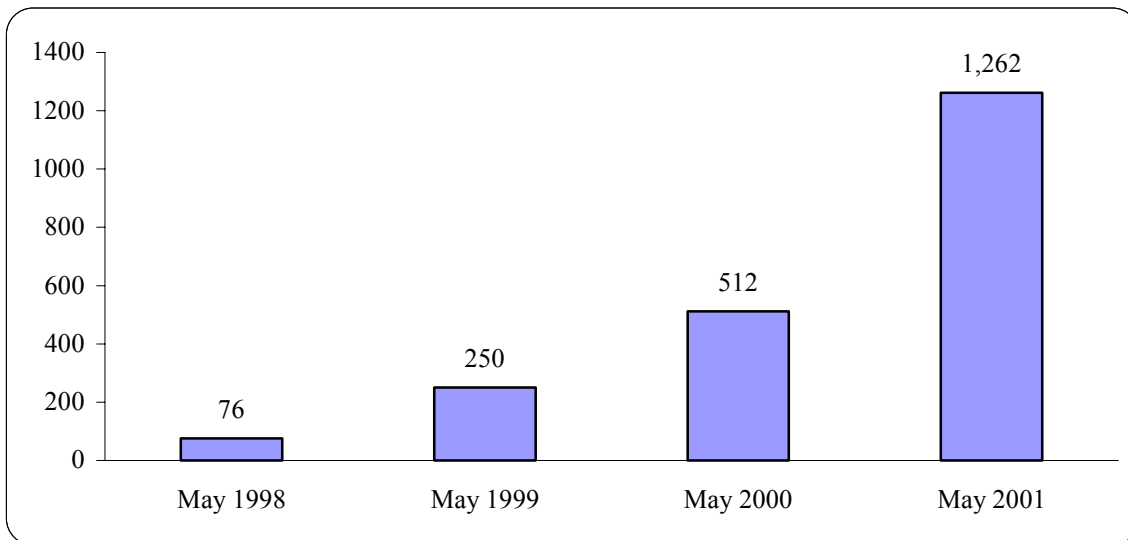
*Office of Institutional Research and Assessment*

## Visits to the BSC Web Site

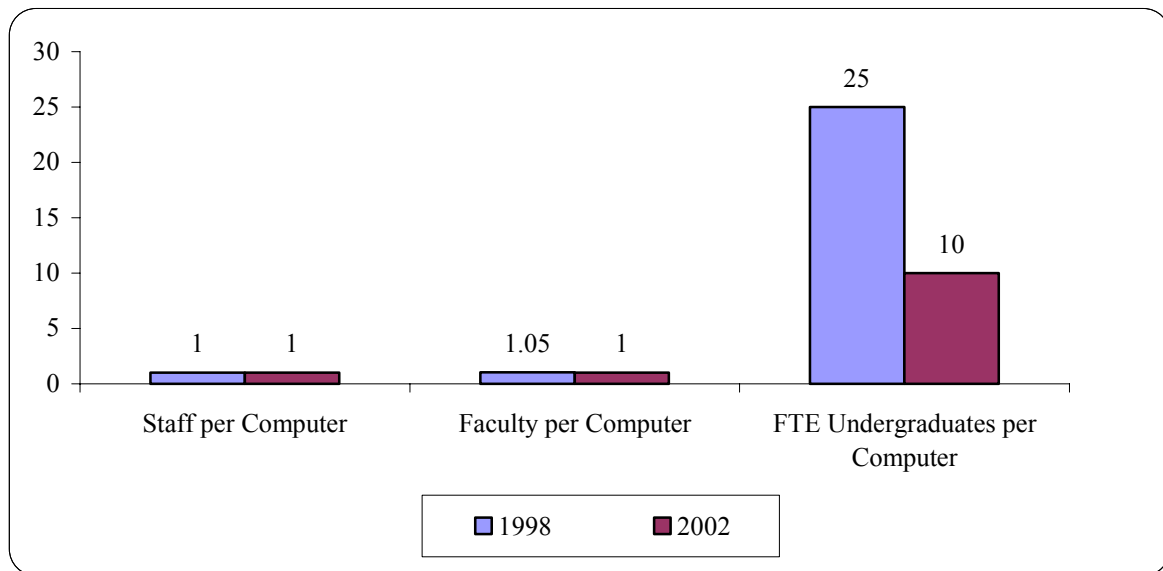
### Unique Sessions per Month 2000 - 2002



### Residence Network Growth 1998 - 2002



### Ratio of Computers to Constituents 1998 and 2002





## *Facilities Data*

*Office of Institutional Research and Assessment*

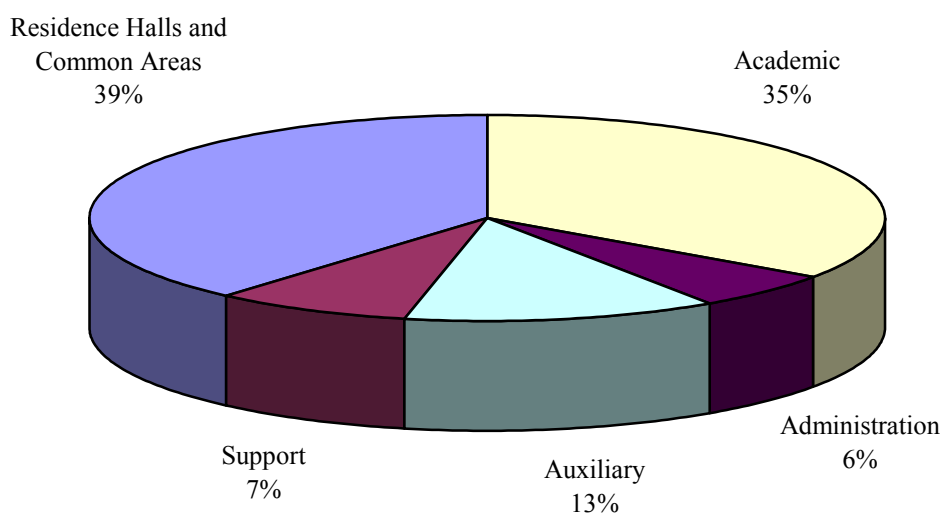


## Building Inventory Spring 2002

Building Name	Year Built	Function	Area (S.F.)	
			NASF	GSF
180 Summer Street	1925	Academic	2,406	3,831
Art Center	1904	Academic	9,628	14,924
Boyden Hall	1926	Admin. & Classrooms	43,896	63,248
Burnell Campus Building	1979	Academic	45,419	70,650
Campus Police Building	1970	Support	3,320	5,000
Central Heating	1965	Support	1,000	10,000
Clement C. Maxwell Library	1971	Library (Support)	101,514	172,580
Davis Alumni Center	1990	Foundation	3,795	6,492
Durgin Hall	1967	Residence (Aux.)	51,470	64,344
Engineer's Cottage	1900	Support	2,260	2,660
Frankland Miles Hall	1989	Residence (Aux.)	45,360	56,700
Gates House	1876	Admissions	4,600	6,138
Great Hill Student Apts-A	1978	Residence (Aux.)	15,215	17,900
Great Hill Student Apts-B	1978	Residence (Aux.)	10,285	12,100
Great Hill Student Apts-C	1978	Residence (Aux.)	17,995	21,000
Greenhouse	1924	Field	1,600	2,080
Greenhouse Potting Shed	1924	Field	436	528
Harrington Hall	1926	Admin. & Classrooms	0	29,280
Hart Hall	1979	Academic	25,810	45,020
Hunt Hall	1936	Academic	11,809	25,500
Information Booth (4) Parking	1996	Support	112	112
John J. Kelly Gymnasium	1957	Gym	44,150	56,640
J. Moakley Tech. Center	1995	Academic	31,540	49,000
Maintenance Garage	1937	Support	1,350	1,350
Marshall Conant Science Building	1964	Academic	65,575	99,700
MSCA Union Building	1945	Support	1,400	2,000
Observatory	1973	Academic	150	500
Old Power Plant Building	1916	Support	2,400	4,050
Pope Hall	1960	Residence (Aux.)	29,100	36,360
Rondileau Campus Center	1970	Auxiliary	93,341	161,000
Scott Hall	1960	Residence (Aux.)	33,200	41,436
Shea Hall	1967	Residence (Aux.)	51,470	64,344
Satellite Eatery	1991	Support	256	256
Swenson Field Press Box	1977	Support	800	800
Swenson Field Ticket Booth	1977	Support	40	40
Swenson Fieldhouse	1977	Support	1,484	2,120
Tillinghast Hall	1916	Auxiliary, Health Services, Financial Aid, & Classrooms	33,849	51,760
V. James Dinardo Hall	1989	Residence (Aux.)	45,360	56,700
Woodward Hall	1912	Residence (Aux.)	46,400	57,920
Total			892,435	1,316,063

*NASF = Net Assignable Square Feet    GSF = Gross Square Feet*

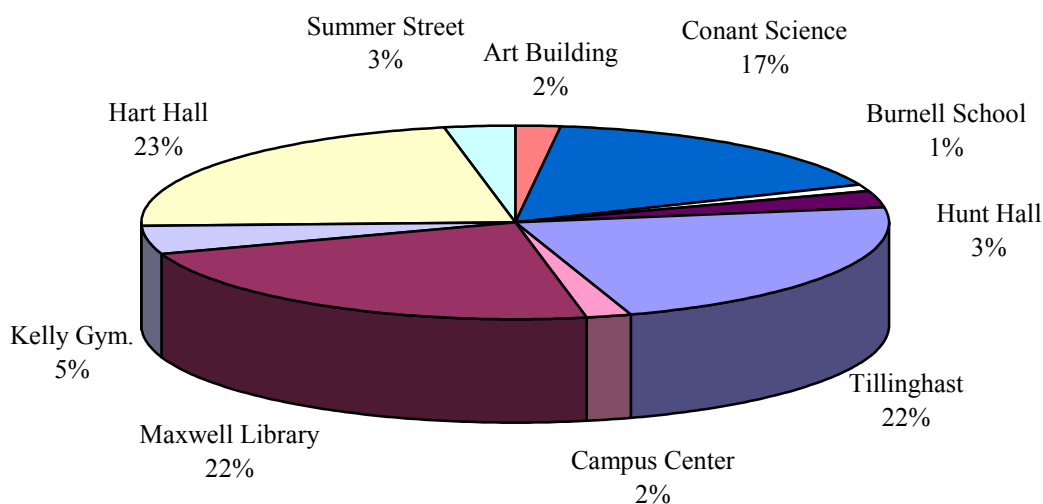
## Space Utilization by Function Spring 2002



*Note: Auxiliary includes Health Services, Counseling Center, Financial Aid, and the Campus Center.*

## Distribution of Faculty Offices by Building Spring 2002

More than 80% of faculty offices are based in four buildings: Tillinghast Hall, Conant Science Building, Hart Hall, and the Maxwell Library.

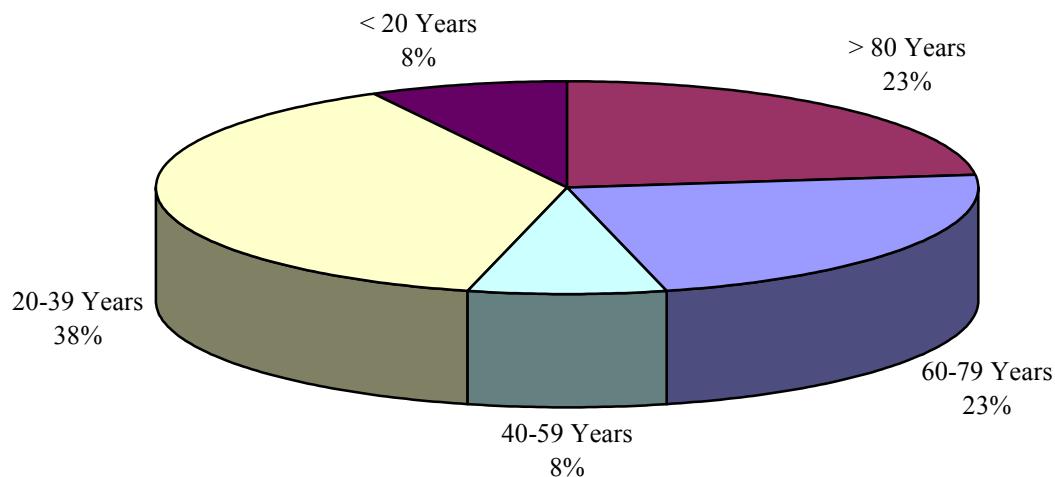


## Major Buildings by Size Spring 2002

Building	NASF	% NASF**
Clement C. Maxwell Library	101,514	19.4%
Rondileau Campus Center	93,341	17.8%
Marshall Conant Science Building	65,575	12.5%
Burnell Campus School	45,419	8.7%
John J. Kelly Gymnasium	44,150	8.4%
Boyden Hall	43,896	8.4%
Tillinghast Hall	33,849	6.5%
John J. Moakley Technology Center	31,540	6.0%
Hart Hall	25,810	5.0%
Harrington Hall	15,154	2.9%
Hunt Hall	9,295	1.8%
Art Building	9,628	1.8%
Gates House	4,600	0.9%

*\*\* % NASF refers to the percentage of the total Net Assignable Square Feet occupied by these thirteen buildings.*

## Distribution of Major Buildings by Age Spring 2002



## Principal Location of Offices and Area Occupied Spring 2002

Function	Principal Location	NSF
<b>Office of the President</b>	Boyden Hall	2,694
Affirmative Action and Minority Affairs	Boyden Hall/Harrington Hall	566
<b>Office of the Chief Information Officer</b>	Boyden Hall	528
Information Services	Boyden Hall	4,720
Media Services	Maxwell Library	1,450
<b>Office of the Vice President - Academic Affairs</b>	Boyden Hall	975
Academic Achievement Center	Maxwell Library	9,000
Graduate School/Continuing Education	Maxwell Library	2,196
Institutional Research	Boyden Hall	566
Library Services	Maxwell Library	2,190
Professional Education	Burnell School	100
Registrar	Boyden Hall	2,300
School of Arts and Sciences - Dean	Maxwell Library	595
Art	Art Center/Tillinghast Hall	1,155
Biological Sciences	Conant Science Building	2,490
Chemical Sciences	Conant Science Building	1,560
Earth Sciences & Geography	Conant Science Building	2,816
English	Tillinghast Hall	2,460
Foreign Languages	Tillinghast Hall	800
History	Tillinghast Hall	1,650
Mathematics and Computer Science	Hart Hall/Conant Science Bldg.	2,280
Music	Maxwell Library	1,500
Philosophy	Tillinghast Hall	680
Physics	Conant Science Bldg.	1,270
Political Science	Tillinghast Hall/Summer Street	800
Psychology	Hart Hall	1,200
Social Work	Hart Hall	700
Sociology/Anthropology	Hart Hall	900
Speech Communication, Theatre &	Maxwell Library & Campus	2,581
Speech and Hearing Clinic	Hart Hall	230
School of Education - Dean	Burnell School	1,863
Burnell School	Burnell School	3,974
Elementary and Early Childhood Ed.	Hart Hall	1,700
Field Experience (Student Teacher)	Burnell School	143
Secondary Education & Professional Programs	Hart Hall	1,230
Movement Arts, Health Promotion & Leisure	Kelly Gymnasium	1,740
Teacher Certification	Burnell School	95
Special Education	Hart Hall	600
School of Management & Aviation Science - Dean	Maxwell Library	628
Aviation Science	Library/Science Building	1,239
Accounting & Finance	Maxwell Library	790
Economics	Hunt Hall	1,000
Management	Maxwell Library	1,190
Sponsored Projects	Maxwell Library	852

## Principal Location of Offices and Area Occupied Spring 2002

Function	Principal Location	NSF
<b>Office of the Vice President - Administration and Finance</b>	Boyden Hall	801
Administrative Services	Boyden Hall	170
Bookstore	Campus Center	4,860*
Budget Office/Accounts Payable	Boyden Hall	925
Bursar/Accounts Receivable	Boyden Hall	753
Campus Supply	Conant Science	200
Copy Center	Tillinghast Hall	500
Facilities, Management and Planning	Boyden Hall	570
Physical Facilities	Campus Center	3,120
Office of the Controller	Boyden Hall	580
Human Resources/Payroll	Boyden Hall	1,393
BSC Post Office (Mailroom)	Tillinghast Hall	750
Student Employment	Boyden Hall	414
Business Operations/Purchasing	Boyden Hall	1,464
Ticket Office	Hunt Hall	420
<b>Office of the Vice President - Institutional Advancement</b>		
Alumni and Development	Davis Alumni Center	2,371
Community Services/Public Affairs	Harrington Hall	1,636
<b>Office of the Vice President - Student Affairs</b>	Boyden Hall	1,440
Admissions	Gates House	3,800**
Athletics	Maxwell Library	1,399
Campus Center Operations	Campus Center	1,639
Campus Police	Police Building	1,100
Career Planning and Placement	Campus Center	1,460
Counseling Center Operations	Tillinghast Hall	1,200
Day Care Center Office	Burnell School	110
Financial Aid	Tillinghast Hall	2,119
Health Services/Health Promotion	Tillinghast Hall	1,054
Housing	DiNardo Hall	1,380
<b>Board of Trustees</b>	Bovden Hall	280

\* Third-party operations

\*\* Useable attic space included

## Residence Halls -- Spring 2002

Hall	Year Built	Residents	Capacity
Scott	1960	Male	143
Woodward	1912	Female	246
Pope	1960	Female	160
Miles	1989	Co-Ed	204
Dinardo	1989	Co-Ed	195
Shea	1967	Co-Ed	300
Durgin	1967	Co-Ed	320
Great Hill Apartments	1978	Co-Ed	198
<b>Total</b>			<b>1766</b>





## *Financial Data*

*Office of Institutional Research and Assessment*

## Unadjusted Revenues and Expenditures Fiscal Year 2001

### Current Fund Revenues Restricted and Unrestricted

	Fiscal Year 2001	% Total Revenues FY 2001
Local Tuition/Fees	\$18,549,092	22.7%
State Appropriations	\$44,727,421	54.8%
Government Grants and Contracts	\$6,512,560	8.0%
Private Grants and Gifts	\$579,880	0.7%
Auxiliary Enterprises	\$8,780,893	10.8%
Other	\$2,491,625	3.1%
<b>Total Revenues</b>	<b>\$81,641,471</b>	<b>100%</b>

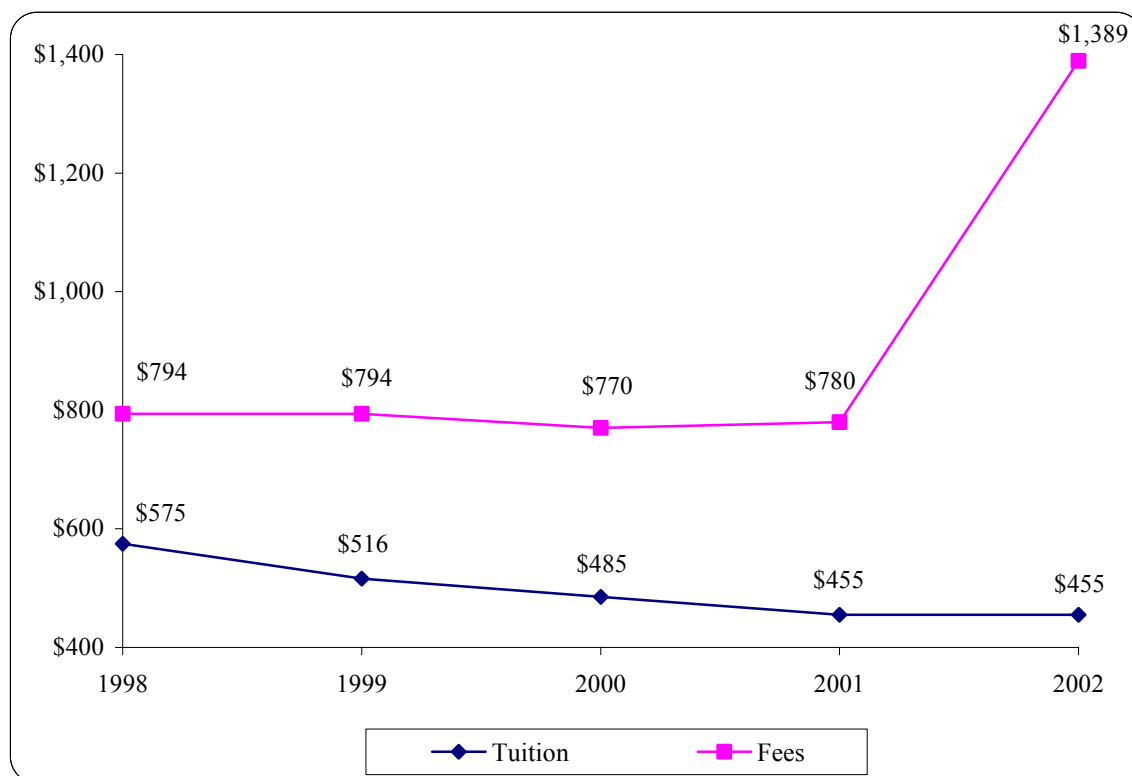
### Current Fund Expenditures Restricted and Unrestricted

	Fiscal Year 2001	% Total Expenditures FY 2001
Instruction	\$26,324,836	33.3%
Academic Support	\$8,689,804	11.0%
Student Services	\$8,654,455	10.9%
Institutional Support	\$11,402,394	14.4%
Operation, Maintenance of Plant	\$8,600,409	10.9%
Scholarships and Fellowships	\$6,309,324	8.0%
Public Service	\$459,294	0.6%
Auxiliary Enterprises	\$8,639,171	10.9%
<b>Total Expenditures</b>	<b>\$79,079,689</b>	<b>100%</b>



## Full-Time Undergraduate Tuition & Fees Per Term Fall 1998 – Fall 2002

From 1998 to 2001, tuition costs decreased by 21 percent. Fees remained stable except in the last year when fees increased substantially to offset expected cuts in the College's state funding.



*Note: Figures based upon 12 credit hour load.*

## Financial Aid Program Profile Academic Years 2000/01 and 2001/02

	<u>2001-2002</u>				<u>2000-2001</u>			
	# of Students	# Dollars	\$S Per Student	% Total \$S	# of Students	# Dollars	\$S Per Student	% Total \$S
<b>Need-based</b>								
Scholarships & Grants	2613	\$7,315,602	\$2,799	61%	2602	\$7,166,125	\$2,754	57%
Loans	1613	\$4,130,972	\$2,561	35%	1835	\$4,769,263	\$2,599	40%
Work	448	\$504,324	\$1,126	4%	431	\$534,640	\$1,240	4%
Total *	2823	\$11,950,898	\$4,233	100%	2849	\$12,470,028	\$4,377	100%
<b>Non-need based</b>								
Scholarships & Grants**	264***	\$677,847	\$2,568	9%	102***	\$218,692	\$2,144	3%
Loans	2093	\$6,751,086	\$3,226	91%	2008	\$6,216,983	\$3,096	97%
Total *	2287	\$7,428,933	\$3,248	100%	2082	\$6,435,675	\$5,240	100%
<b>Total Aid</b>								
Scholarships & Grants	2765	\$7,992,449	\$2,891	41%	2646	\$7,384,817	\$2,791	39%
Loans	3043	\$10,882,058	\$3,576	56%	3108	\$10,986,246	\$3,535	58%
Work	448	\$504,324	\$1,126	3%	431	\$534,640	\$1,240	3%
Total *	3977	\$19,378,831	\$4,872	100%	3826	\$18,905,703	\$4,941	100%

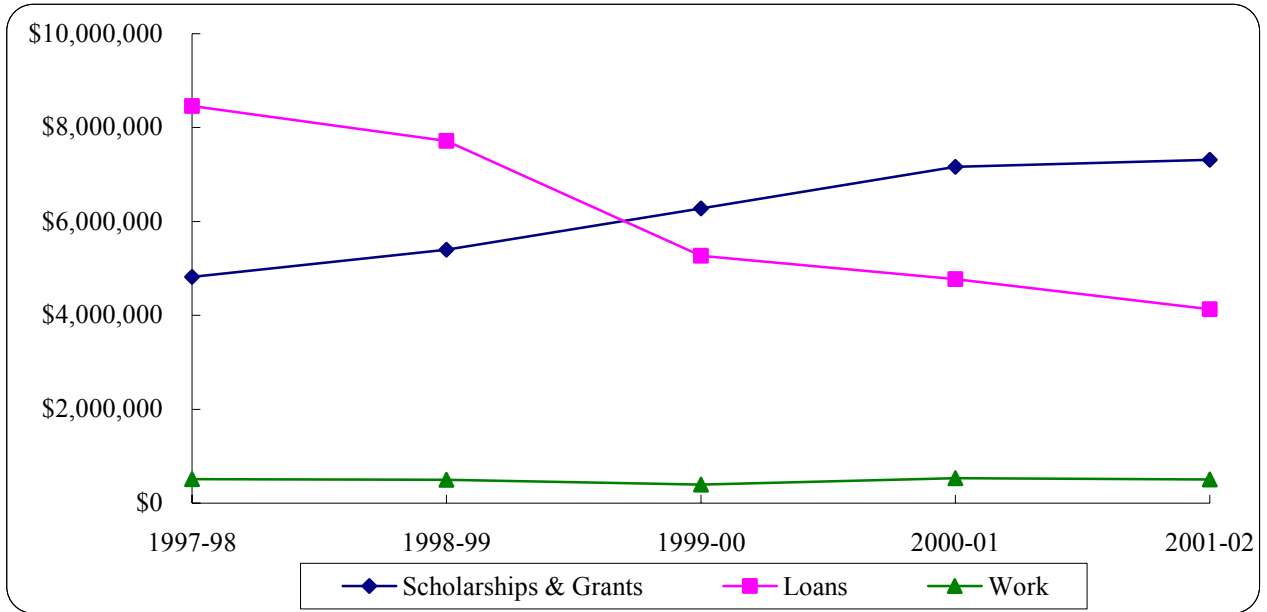
\* Unduplicated headcount. Also, within each aid category (scholarships and grants, loans, work), the number of students is an unduplicated headcount.

\*\* Does not include graduate student tuition waivers.

\*\*\* Includes alumni scholarships given by Financial Aid Office.

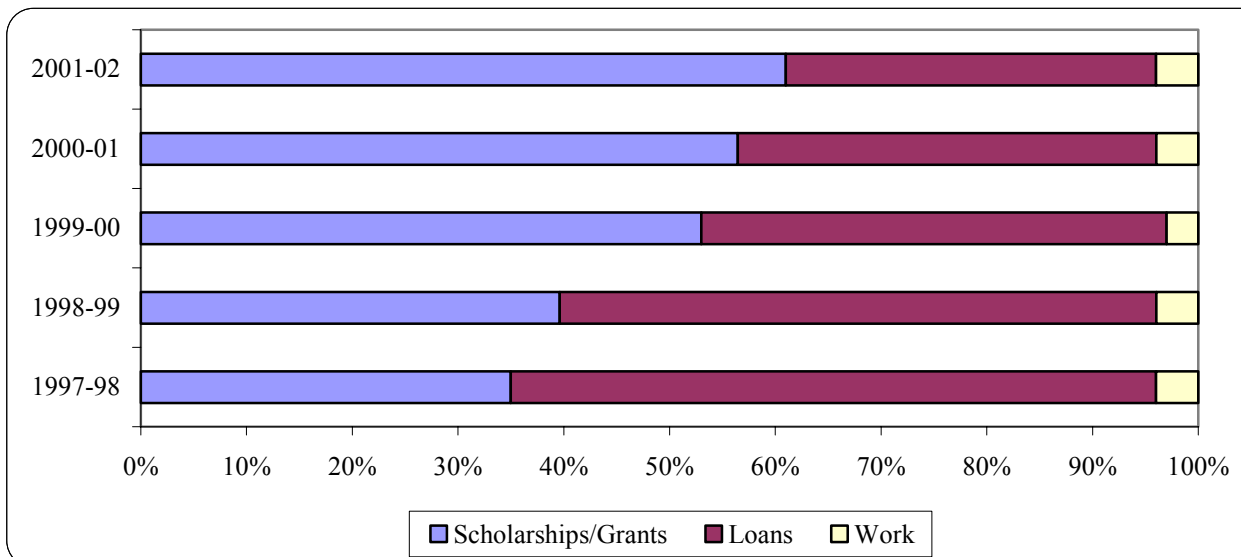
Note: Only matriculated students are eligible to receive financial aid. Beginning in 1997-98, non-need-based scholarships and grants awarded to students cover both tuition and fees; scholarships awarded prior to this time cover tuition only.

## Need-Based Aid 1997/98 – 2001/02



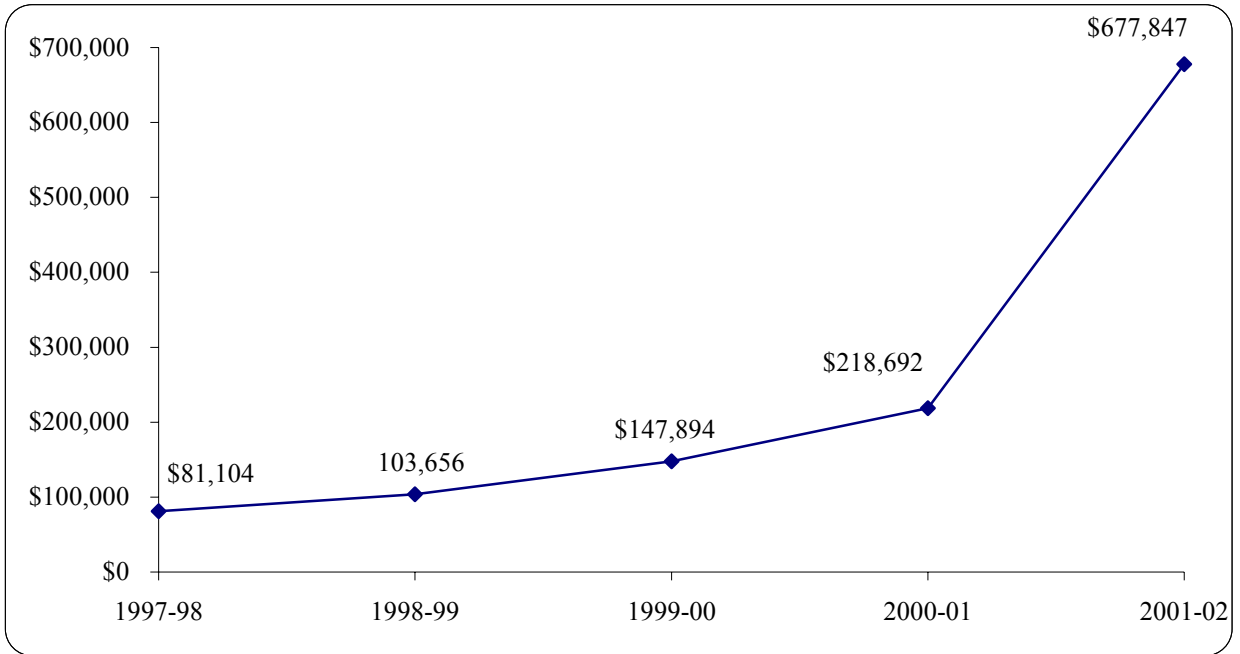
	1997-98	1998-99	1999-00	2000-01	2001-02
Scholarships & Grants	\$4,817,275	\$5,399,787	\$6,274,999	\$7,166,125	\$7,315,602
Loans	\$8,456,538	\$7,714,019	\$5,266,126	\$4,769,263	\$4,130,972
Work	\$509,038	\$496,116	\$393,234	\$534,640	\$504,324

## Need-Based Aid on a Percentage Basis

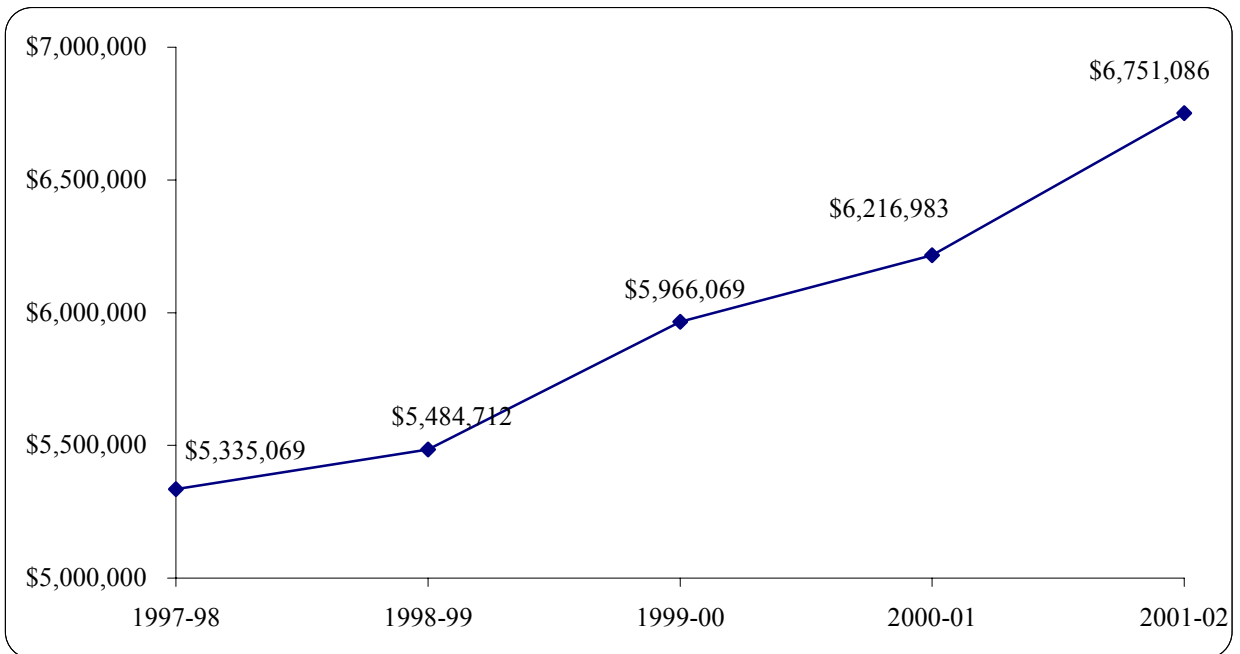


## Non-Need-Based Aid 1997/98 – 2001/02

### Scholarships and Grants



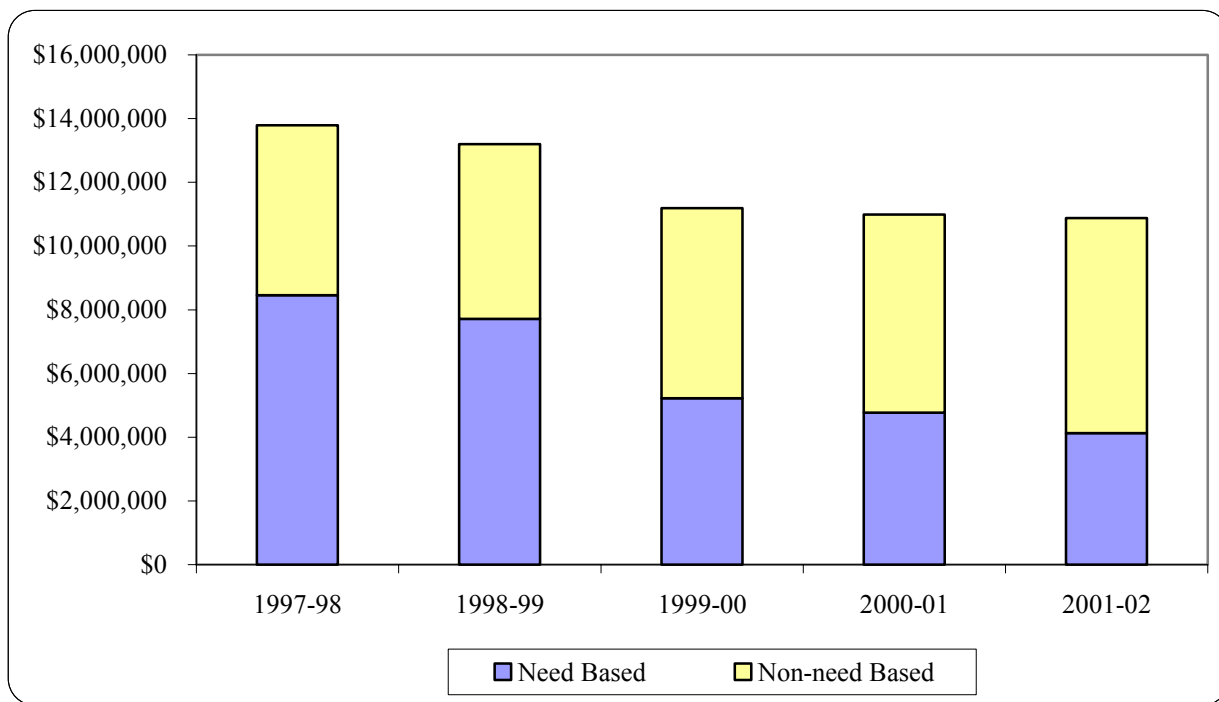
### Loans



## Student Loan Volume 1997/98 – 2001/02

The amount of need based student borrowing has decreased by 13 percent over the past year. Non-need based student borrowing has increased by approximately 9 percent during that same time. Overall, student borrowing has continued to decline (by approximately 21 percent) since 1997/98.

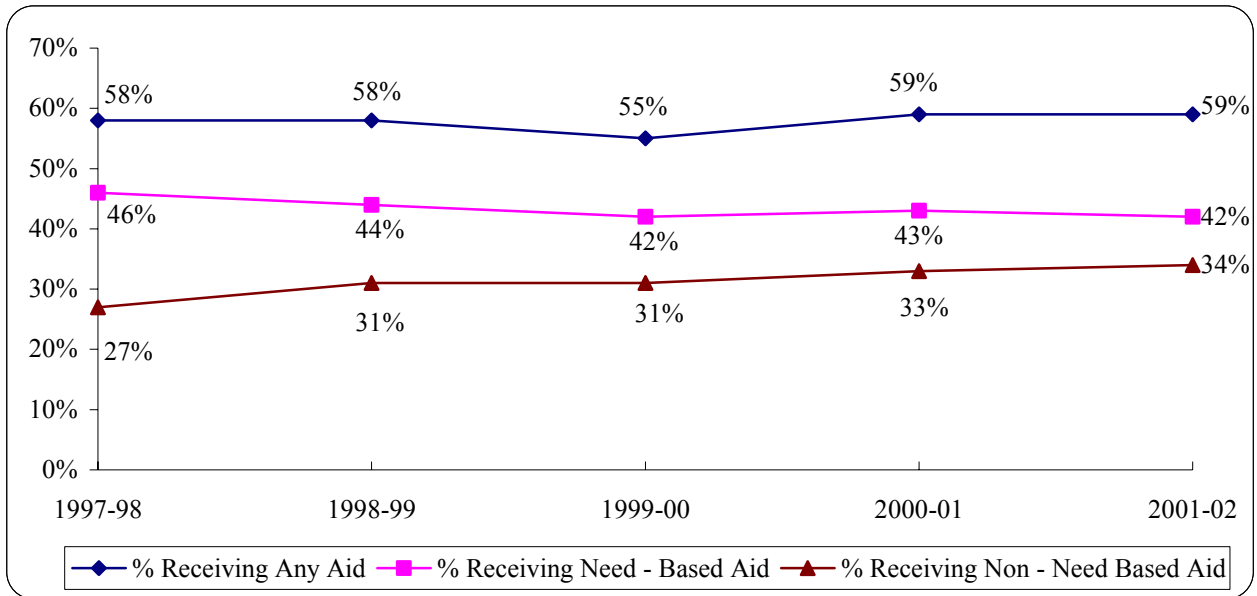
	1997-98	1998-99	1999-00	2000-01	2001-02
<b>Need based</b>	\$8,456,538	\$7,714,019	\$5,226,126	\$4,769,263	\$4,130,972
<b>Non-need based</b>	\$5,335,069	\$5,484,712	\$5,966,069	\$6,216,983	\$6,751,086
<b>Total</b>	\$13,791,607	\$13,198,731	\$11,192,195	\$10,986,246	\$10,882,058



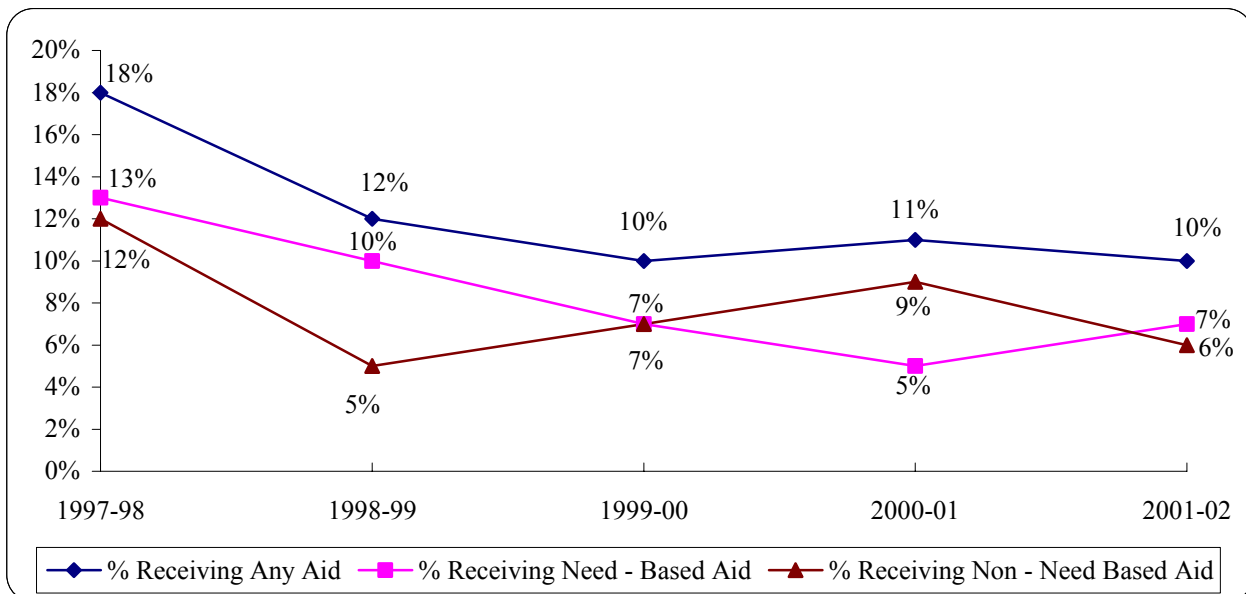
## Percentage of Students Receiving Aid\*

### 1997/98 – 2001/02

#### Undergraduates



#### Graduate Students\*\*



\*Percentages based on matriculated students only.

\*\*Non-need based aid for graduate students includes tuition waivers.



# *Departmental Profiles*

*Office of Institutional Research and Assessment*

# ART FALL 2001

Concentrations: Crafts, Fine Arts, Graphic Design

2001 Graduates	Baccalaureate		Graduate	
	Male	Female	Male	Female
Number of Graduates	13	41	0	0

Enrollment*	Under-grads	Grads	Total
# of majors			
Male	76	1	77
Female	194	2	196
Total	270	3	273
% Female			
ART	72%	67%	72%
BSC	61%	75%	64%
% Students of Color**			
ART	5%	0%	5%
BSC	7%	3%	6%
# of minors			
Male	4	N/A	4
Female	23	N/A	23
Total	27	N/A	27

Full-time Faculty***	Men	Women
Professors	4	1
Associates Professors	0	2
Assistant Professors	2	3
Instructors	0	0
Total	6	6
	ART	BSC
% Women	50%	41%
% Faculty of Color	17%	13%
% with terminal degree	92%	89%
% Tenured	64%	68%
Avg # of Years at BSC	19	14
Average Age	50	51
% part-time (based on FTE)	40%	28%

\*\*\* Includes faculty on leave or sabbatical

\* Includes double majors

\*\* Excludes international students

Level	Class Size					Total Sections	Avg Section Size	Enrollment Individual Instruction	Total Head-count	Credit Hours Generated
	1-10	11-20	21-30	31-40	41+					
Lower	2	25	1	7	4	39	27	2	1056	3625
Upper	3	16	0	1	0	20	15	8	306	465
/Grad										
Total	5	41	1	8	4	59	23	10	1362	4090

Note: Data reflect Art sections meeting jointly.

Note: Individual Instruction includes internships, practica, student teaching, performance studies and flight training.

Faculty FTE			Student FTE			Student/Faculty Ratio	
Full-time	Part-time	Total	UG	GR	Total	ART	BSC
11.4	7.5	18.9	269.7	3.0	272.7	14.4	19.1

Note: FTE for part-time faculty = (total credit hours)/15. Adjustments to full-time faculty FTE were made for alternative responsibilities, leaves of absences or sabbaticals. FTE for undergraduate students = (total credit hours)/15; FTE for graduate students = (total credit hours)/12. Student/Faculty Ratio = (student FTE)/(faculty FTE).



# BIOLOGICAL SCIENCES

## FALL 2001

Concentrations: Biomedical, Cell/Molecular, Environmental, General

2001 Graduates	Baccalaureate		Graduate	
	Male	Female	Male	Female
Number of Graduates	17	22	2	1

Enrollment*	Under-grads	Grads	Total
# of majors			
Male	61	2	63
Female	124	7	131
Total	185	9	194
% Female			
BIO	67%	78%	68%
BSC	61%	75%	64%
% Students of Color**			
BIO	6%	0%	6%
BSC	7%	3%	6%
# of minors			
Male	0	N/A	0
Female	3	N/A	3
Total	3	N/A	3

Full-time Faculty***	Men	Women
Professors	2	2
Associates Professors	2	0
Assistant Professors	3	1
Instructors	0	0
Total	7	3
	BIO	BSC
% Women	30%	41%
% Faculty of Color	10%	13%
% with terminal degree	100%	89%
% Tenured	50%	68%
Avg # of Years at BSC	13	14
Average Age	47	51
% part-time (based on FTE)	24%	28%

\*\*\* Includes faculty on leave or sabbatical

\* Includes double majors

\*\* Excludes international students

Level	Class Size					Total Sections	Avg Section Size	Enrollment Individual Instruction	Total Head-count	Credit Hours Generated
	1-10	11-20	21-30	31-40	41+					
Lower	3	8	21	4	9	45	27	0	1200	2128
Upper	5	10	0	0	1	16	15	10	251	473
Grad	4	0	0	0	0	4	5	0	18	26
Total	12	18	21	4	10	65	22	10	1469	2627

Note: Individual Instruction includes internships, practica, student teaching, performance studies and flight training.

Faculty FTE			Student FTE			Student/Faculty Ratio	
Full-time	Part-time	Total	UG	GR	Total	BIO	BSC
8.9	2.9	11.9	169.1	5.3	174.3	14.7	19.1

Note: FTE for part-time faculty = (total credit hours)/15. Adjustments to full-time faculty FTE were made for alternative responsibilities, leaves of absences or sabbaticals. FTE for undergraduate students = (total credit hours)/15; FTE for graduate students = (total credit hours)/12. Student/Faculty Ratio = (student FTE)/(faculty FTE).

# CHEMICAL SCIENCES

## FALL 2001

Concentrations: Chemistry-Geology, Biochemistry, Environmental Chemistry, Professional Chemistry

2001 Graduates	Baccalaureate		Graduate	
	Male	Female	Male	Female
Number of Graduates	5	9	0	0

Enrollment*	Under-grads	Grads	Total
# of majors			
Male	25	1	26
Female	28	0	28
Total	53	1	54
% Female			
CHEM	53%	0%	52%
BSC	61%	75%	64%
% Students of Color**			
CHEM	7%	0%	7%
BSC	7%	3%	6%
# of minors			
Male	4	N/A	4
Female	11	N/A	11
Total	15	N/A	15

Full-time Faculty***	Men	Women
Professors	1	0
Associates Professors	2	0
Assistant Professors	1	1
Instructors	0	0
Total	4	1
	CHEM	BSC
% Women	20%	41%
% Faculty of Color	40%	13%
% with terminal degree	100%	89%
% Tenured	60%	68%
Avg # of Years at BSC	9	14
Average Age	47	51
% part-time (based on FTE)	21%	28%

\*\*\* Includes faculty on leave or sabbatical

\* Includes double majors

\*\* Excludes international students

Level	Class Size					Total Sections	Avg Section Size	Enrollment Individual Instruction	Total Head-count	Credit Hours Generated
	1-10	11-20	21-30	31-40	41+					
Lower	1	11	4	2	1	19	21	0	405	877
Upper	5	4	1	0	1	11	15	14	176	362
Grad	0	0	0	0	0	0	0	0	0	0
Total	6	15	5	2	2	30	19	14	581	1239

Note: Individual Instruction includes internships, practica, student teaching, performance studies and flight training.

Faculty FTE			Student FTE			Student/Faculty Ratio	
Full-time	Part-time	Total	UG	GR	Total	CHEM	BSC
4.5	1.2	5.7	78.6	3.1	81.7	14.4	19.1

Note: FTE for part-time faculty = (total credit hours)/15. Adjustments to full-time faculty FTE were made for alternative responsibilities, leaves of absences or sabbaticals. FTE for undergraduate students = (total credit hours)/15; FTE for graduate students = (total credit hours)/12. Student/Faculty Ratio = (student FTE)/(faculty FTE).

# COMMUNICATION STUDIES AND THEATRE ARTS

## FALL 2001

Concentrations: Communications Studies, Theatre Arts, Teacher Certification in Theatre, Dance and Speech

2001 Graduates	Baccalaureate		Graduate	
	Male	Female	Male	Female
Number of Graduates	34	90	1	0

Enrollment*	Under-grads	Grads	Total
# of majors			
Male	188	0	188
Female	304	0	304
Total	492	0	492
% Female			
COMM	62%	0%	62%
BSC	61%	75%	64%
% Students of Color**			
COMM	8%	0%	8%
BSC	7%	3%	6%
# of minors			
Male	11	N/A	11
Female	13	N/A	13
Total	24	N/A	24

Full-time Faculty***	Men	Women
Professors	4	4
Associates Professors	1	2
Assistant Professors	3	2
Instructors	0	0
Total	8	8
	COMM	BSC
% Women	50%	41%
% Faculty of Color	0%	13%
% with terminal degree	94%	89%
% Tenured	75%	68%
Avg # of Years at BSC	15	14
Average Age	51	51
% part-time (based on FTE)	38%	28%

\*\*\* Includes faculty on leave or sabbatical

\* Includes double majors

\*\* Excludes international students

Level	Class Size					Total Sections	Avg Section Size	Enrollment Individual Instruction	Total Head-count	Credit Hours Generated
	1-10	11-20	21-30	31-40	41+					
Lower	2	19	41	1	4	67	25	17	1792	4294
Upper	7	11	9	0	0	27	18	30	474	1519
Grad	0	0	0	0	0	0	0	0	0	0
Total	9	30	50	1	4	94	23	47	2266	5813

Note: Individual Instruction includes internships, practica, student teaching, performance studies and flight training.

Faculty FTE			Student FTE			Student/Faculty Ratio	
Full-time	Part-time	Total	UG	GR	Total	COMM	BSC
14.0	8.4	22.4	381.2	1.0	382.2	17.0	19.1

Note: FTE for part-time faculty = (total credit hours)/15. Adjustments to full-time faculty FTE were made for alternative responsibilities, leaves of absences or sabbaticals. FTE for undergraduate students = (total credit hours)/15; FTE for graduate students = (total credit hours)/12. Student/Faculty Ratio = (student FTE)/(faculty FTE).

# EARTH SCIENCES AND GEOGRAPHY

## FALL 2001

Concentrations: General Geography, Environmental Geography, Geotechnology, Regional and Economic Planning,  
General Earth Science, Environmental Geoscience, Geology, Teacher Certification in Earth Sciences

2001 Graduates	Baccalaureate		Graduate	
	Male	Female	Male	Female
Number of Graduates	18	14	0	0

Enrollment*	Under-grads	Grads	Total
# of majors			
Male	56	0	56
Female	73	0	73
Total	129	0	129
% Female			
EASG	57%	0%	57%
BSC	61%	75%	64%
% Students of Color**			
EASG	1%	0%	1%
BSC	7%	3%	6%
# of minors			
Male	3	N/A	3
Female	4	N/A	4
Total	7	N/A	7

\* Includes double majors

\*\* Excludes international students

Full-time Faculty***	Men	Women
Professors	4	0
Associates Professors	1	1
Assistant Professors	5	1
Instructors	0	0
Total	10	2
	EASG	BSC
% Women	17%	41%
% Faculty of Color	17%	13%
% with terminal degree	100%	89%
% Tenured	58%	68%
Avg # of Years at BSC	10	14
Average Age	46	51
% part-time (based on FTE)	12%	28%

\*\*\* Includes faculty on leave or sabbatical

Level	Class Size					Total Sections	Avg Section Size	Enrollment Individual Instruction	Total Head-count	Credit Hours Generated
	1-10	11-20	21-30	31-40	41+					
Lower	2	14	9	6	12	43	28	0	1207	3033
Upper	1	12	0	0	0	13	14	9	191	491
Grad	0	0	0	0	0	0	0	0	0	0
Total	3	26	9	6	12	56	25	9	1398	3524

Note: Individual Instruction includes internships, practica, student teaching, performance studies and flight training.

Faculty FTE			Student FTE			Student/Faculty Ratio	
Full-time	Part-time	Total	UG	GR	Total	EASG	BSC
11.4	1.6	13.0	231.5	4.0	235.5	18.1	19.1

Note: FTE for part-time faculty = (total credit hours)/15. Adjustments to full-time faculty FTE were made for alternative responsibilities, leaves of absences or sabbaticals. FTE for undergraduate students = (total credit hours)/15; FTE for graduate students = (total credit hours)/12. Student/Faculty Ratio = (student FTE)/(faculty FTE).

# ENGLISH FALL 2001

Concentrations: Writing, Teacher Certification in English

2001 Graduates	Baccalaureate		Graduate	
	Male	Female	Male	Female
Number of Graduates	16	46	4	2

Enrollment*	Under-grads	Grads	Total
# of majors			
Male	63	8	71
Female	325	15	340
Total	388	23	411
% Female			
ENGL	84%	65%	83%
BSC	61%	75%	64%
% Students of Color**			
ENGL	3%	0%	3%
BSC	7%	3%	6%
# of minors			
Male	6	N/A	6
Female	13	N/A	13
Total	19	N/A	19

Full-time Faculty***	Men	Women
Professors	7	7
Associates Professors	3	0
Assistant Professors	2	4
Instructors	0	1
Total	12	12
	ENGL	BSC
% Women	50%	41%
% Faculty of Color	8%	13%
% with terminal degree	92%	89%
% Tenured	81%	68%
Avg # of Years at BSC	17	14
Average Age	53	51
% part-time (based on FTE)	33%	28%

\*\*\* Includes faculty on leave or sabbatical

\* Includes double majors

\*\* Excludes international students

Level	Class Size					Total Sections	Avg Section Size	Enrollment Individual Instruction	Total Head-count	Credit Hours Generated
	1-10	11-20	21-30	31-40	41+					
Lower	4	18	66	14	0	102	23	0	2411	7217
Upper	0	8	13	0	0	21	20	2	439	1329
Grad	1	2	0	0	0	3	12	3	40	124
Total	5	28	79	14	0	126	23	5	2890	8670

Note: Individual Instruction includes internships, practica, student teaching, performance studies and flight training.

Faculty FTE			Student FTE			Student/Faculty Ratio	
Full-time	Part-time	Total	UG	GR	Total	ENGL	BSC
21.6	10.7	32.3	564.0	16.3	580.3	18.0	19.1

Note: FTE for part-time faculty = (total credit hours)/15. Adjustments to full-time faculty FTE were made for alternative responsibilities, leaves of absences or sabbaticals. FTE for undergraduate students = (total credit hours)/15; FTE for graduate students = (total credit hours)/12. Student/Faculty Ratio = (student FTE)/(faculty FTE).

# FOREIGN LANGUAGES

## FALL 2001

2001 Graduates	Baccalaureate		Graduate	
	Male	Female	Male	Female
Number of Graduates	1	9	N/A	N/A

Enrollment*	Under-grads	Grads	Total
# of majors			
Male	7	N/A	4
Female	67	N/A	67
Total	74	N/A	74
% Female			
LANG	91%	N/A	91%
BSC	61%	75%	64%
% Students of Color**			
LANG	19%	N/A	19%
BSC	7%	3%	6%
# of minors			
Male	2	N/A	2
Female	21	N/A	21
Total	23	N/A	23

Full-time Faculty***	Men	Women
Professors	1	1
Associates Professors	0	1
Assistant Professors	2	3
Instructors	0	1
Total	3	6
	LANG	BSC
% Women	67%	41%
% Faculty of Color	33%	13%
% with terminal degree	100%	89%
% Tenured	33%	68%
Avg # of Years at BSC	7	14
Average Age	44	51
% part-time (based on FTE)	42%	28%

\*\*\* Includes faculty on leave or sabbatical

\* Includes double majors

\*\* Excludes international students

Level	Class Size					Total Sections	Avg Section Size	Enrollment Individual Instruction	Total Head-count	Credit Hours Generated
	1-10	11-20	21-30	31-40	41+					
Lower	6	11	36	3	0	56	23	0	1277	3831
Upper	2	0	1	0	0	3	13	1	39	117
Grad	0	0	0	0	0	0	0	0	0	0
Total	8	11	37	3	0	59	22	1	1316	3948

Note: Individual Instruction includes internships, practica, student teaching, performance studies and flight training.

Faculty FTE			Student FTE			Student/Faculty Ratio	
Full-time	Part-time	Total	UG	GR	Total	LANG	BSC
8.4	6.0	14.4	259.0	5.3	264.3	18.3	19.1

Note: FTE for part-time faculty = (total credit hours)/15. Adjustments to full-time faculty FTE were made for alternative responsibilities, leaves of absences or sabbaticals. FTE for undergraduate students = (total credit hours)/15; FTE for graduate students = (total credit hours)/12. Student/Faculty Ratio = (student FTE)/(faculty FTE).

# HISTORY

## FALL 2001

Concentration: Military History

2001 Graduates	Baccalaureate		Graduate	
	Male	Female	Male	Female
Number of Graduates	37	37	1	2

Enrollment*	Under-grads	Grads	Total
# of majors			
Male	149	8	157
Female	146	3	149
Total	295	11	306
% Female			
HIST	49%	27%	49%
BSC	61%	75%	64%
% Students of Color**			
HIST	3%	0%	3%
BSC	7%	3%	6%
# of minors			
Male	6	N/A	6
Female	7	N/A	7
Total	13	N/A	13

Full-time Faculty***	Men	Women
Professors	4	1
Associates Professors	1	1
Assistant Professors	5	2
Instructors	0	0
Total	10	4
	HIST	BSC
% Women	29%	41%
% Faculty of Color	14%	13%
% with terminal degree	93%	89%
% Tenured	57%	68%
Avg # of Years at BSC	14	14
Average Age	48	51
% part-time (based on FTE)	33%	28%

\*\*\* Includes faculty on leave or sabbatical

\* Includes double majors

\*\* Excludes international students

Level	Class Size					Total Sections	Avg Section Size	Enrollment Individual Instruction	Total Head-count	Credit Hours Generated
	1-10	11-20	21-30	31-40	41+					
Lower	0	4	0	13	35	52	39	0	2070	6210
Upper	3	5	8	1	0	17	22	2	378	1137
Grad	0	1	0	0	0	1	11	2	13	45
Total	3	10	8	14	35	70	35	4	2461	7392

Note: Individual Instruction includes internships, practica, student teaching, performance studies and flight training.

Faculty FTE			Student FTE			Student/Faculty Ratio	
Full-time	Part-time	Total	UG	GR	Total	HIST	BSC
11.4	5.5	16.9	486.6	7.3	493.9	29.3	19.1

Note: FTE for part-time faculty = (total credit hours)/15. Adjustments to full-time faculty FTE were made for alternative responsibilities, leaves of absences or sabbaticals. FTE for undergraduate students = (total credit hours)/15; FTE for graduate students = (total credit hours)/12. Student/Faculty Ratio = (student FTE)/(faculty FTE).

# MATHEMATICS AND COMPUTER SCIENCE

## FALL 2001

2001 Graduates	Baccalaureate		Graduate	
	Male	Female	Male	Female
Number of Graduates	21	18	3	9

Enrollment*	Under-grads	Grads	Total
# of majors			
Male	253	19	272
Female	141	24	165
Total	394	43	437
% Female			
MATH	36%	56%	38%
BSC	61%	75%	64%
% Students of Color**			
MATH	12%	16%	12%
BSC	7%	3%	6%
# of minors			
Male	38	N/A	38
Female	22	N/A	22
Total	60	N/A	60

Full-time Faculty***	Men	Women
Professors	10	1
Associates Professors	3	1
Assistant Professors	6	0
Instructors	0	0
Total	19	2
	MATH	BSC
% Women	10%	41%
% Faculty of Color	24%	13%
% with terminal degree	48%	89%
% Tenured	90%	68%
Avg # of Years at BSC	21	14
Average Age	56	51
% part-time (based on FTE)	28%	28%

\*\*\* Includes faculty on leave or sabbatical

\* Includes double majors

\*\* Excludes international students

Level	Class Size					Total Sections	Avg Section Size	Enrollment Individual Instruction	Total Head-count	Credit Hours Generated
	1-10	11-20	21-30	31-40	41+					
Lower	2	21	28	16	25	92	30	0	2746	8256
Upper	1	2	9	1	0	13	23	3	305	915
Grad	2	0	2	1	0	5	21	1	107	324
Total	5	23	39	18	25	110	29	4	3158	9495

Note: Individual Instruction includes internships, practica, student teaching, performance studies and flight training.

Faculty FTE			Student FTE			Student/Faculty Ratio	
Full-time	Part-time	Total	UG	GR	Total	MATH	BSC
19.4	7.4	26.8	603.1	37.2	640.2	23.9	19.1

Note: FTE for part-time faculty = (total credit hours)/15. Adjustments to full-time faculty FTE were made for alternative responsibilities, leaves of absences or sabbaticals. FTE for undergraduate students = (total credit hours)/15; FTE for graduate students = (total credit hours)/12. Student/Faculty Ratio = (student FTE)/(faculty FTE).



# MUSIC

## FALL 2001

2001 Graduates	Baccalaureate		Graduate	
	Male	Female	Male	Female
Number of Graduates	3	11	N/A	N/A

Enrollment*	Under-grads		Total
# of majors			
Male	27	N/A	27
Female	34	N/A	34
Total	61	N/A	61
% Female			
MUSIC	56%	N/A	56%
BSC	61%	75%	64%
% Students of Color**			
MUSIC	8%	N/A	8%
BSC	7%	3%	6%
# of minors			
Male	6	N/A	6
Female	2	N/A	2
Total	8	N/A	8

Full-time Faculty***	Men	Women
Professors	0	1
Associates Professors	1	1
Assistant Professors	2	2
Instructors	0	0
Total	3	4
	MUS	BSC
% Women	57%	41%
% Faculty of Color	14%	13%
% with terminal degree	100%	89%
% Tenured	43%	68%
Avg # of Years at BSC	7	14
Average Age	45	51
% part-time (based on FTE)	49%	28%

\*\*\* Includes faculty on leave or sabbatical

\* Includes double majors

\*\* Excludes international students

Level	Class Size					Total Sections	Avg Section Size	Enrollment Individual Instruction	Total Head-count	Credit Hours Generated
	1-10	11-20	21-30	31-40	41+					
Lower	3	23	6	9	1	42	22	55	971	2599
Upper	2	0	0	0	0	2	9	1	18	52
Grad	0	0	0	0	0	0	0	0	0	0
Total	5	23	6	9	1	44	21	56	989	2651

Note: Individual Instruction includes internships, practica, student teaching, performance studies and flight training.

Faculty FTE			Student FTE			Student/Faculty Ratio	
Full-time	Part-time	Total	UG	GR	Total	MUSIC	BSC
6.4	6.2	12.6	175.5	1.5	177.0	14.1	19.1

Note: FTE for part-time faculty = (total credit hours)/15. Adjustments to full-time faculty FTE were made for alternative responsibilities, leaves of absences or sabbaticals. FTE for undergraduate students = (total credit hours)/15; FTE for graduate students = (total credit hours)/12. Student/Faculty Ratio = (student FTE)/(faculty FTE).

# PHILOSOPHY

## FALL 2001

Concentration: Applied Ethics

2001 Graduates	Baccalaureate		Graduate	
	Male	Female	Male	Female
Number of Graduates	9	1	N/A	N/A

Enrollment*	Under-grads	Grads	Total
# of majors			
Male	15	N/A	15
Female	11	N/A	11
Total	26	N/A	26
% Female			
PHIL	42%	N/A	42%
BSC	61%	75%	64%
% Students of Color**			
PHIL	4%	N/A	4%
BSC	7%	3%	6%
# of minors			
Male	1	N/A	1
Female	3	N/A	3
Total	4	N/A	4

Full-time Faculty***	Men	Women
Professors	3	1
Associates Professors	0	0
Assistant Professors	1	1
Instructors	0	0
Total	4	2
	PHIL	BSC
% Women	33%	41%
% Faculty of Color	0%	13%
% with terminal degree	100%	89%
% Tenured	67%	68%
Avg # of Years at BSC	17	14
Average Age	51	51
% part-time (based on FTE)	6%	28%

\*\*\* Includes faculty on leave or sabbatical

\* Includes double majors

\*\* Excludes international students

Level	Class Size					Total Sections	Avg Section Size	Enrollment Individual Instruction	Total Head-count	Credit Hours Generated
	1-10	11-20	21-30	31-40	41+					
Lower	0	2	2	15	4	23	35	0	800	2400
Upper	1	1	0	0	0	2	13	2	28	84
Grad	0	0	0	0	0	0	0	0	0	0
Total	1	3	2	15	4	25	33	2	828	2484

Note: Individual Instruction includes internships, practica, student teaching, performance studies and flight training.

Faculty FTE			Student FTE			Student/Faculty Ratio	
Full-time	Part-time	Total	UG	GR	Total	PHIL	BSC
5.8	0.4	6.2	165.2	0.3	165.5	26.6	19.1

Note: FTE for part-time faculty = (total credit hours)/15. Adjustments to full-time faculty FTE were made for alternative responsibilities, leaves of absences or sabbaticals. FTE for undergraduate students = (total credit hours)/15; FTE for graduate students = (total credit hours)/12. Student/Faculty Ratio = (student FTE)/(faculty FTE).

# PHYSICS FALL 2001

Concentrations: General Physics, Professional Physics

2001 Graduates	Baccalaureate		Graduate	
	Male	Female	Male	Female
Number of Graduates	2	0	0	0

Enrollment*	Under-grads	Grads	Total
# of majors			
Male	24	0	24
Female	4	0	4
Total	28	0	28
% Female			
PHYS	14%	0%	14%
BSC	61%	75%	64%
% Students of Color**			
PHYS	0%	0%	0%
BSC	7%	3%	6%
# of minors			
Male	2	N/A	2
Female	1	N/A	1
Total	3	N/A	3

Full-time Faculty***	Men	Women
Professors	0	0
Associates Professors	1	0
Assistant Professors	2	1
Instructors	0	0
Total	3	1
	PHYS	BSC
% Women	25%	41%
% Faculty of Color	0%	13%
% with terminal degree	100%	89%
% Tenured	25%	68%
Avg # of Years at BSC	2	14
Average Age	36	51
% part-time (based on FTE)	0%	28%

\*\*\* Includes faculty on leave or sabbatical

\* Includes double majors

\*\* Excludes international students

Level	Class Size					Total Sections	Avg Section Size	Enrollment Individual Instruction	Total Head-count	Credit Hours Generated
	1-10	11-20	21-30	31-40	41+					
Lower	1	10	5	2	1	19	22	0	417	769
Upper	2	3	0	0	0	5	13	2	65	159
Grad	0	0	0	0	0	0	0	0	0	0
Total	3	13	5	2	1	24	20	2	482	928

Note: Individual Instruction includes internships, practica, student teaching, performance studies and flight training.

Faculty FTE			Student FTE			Student/Faculty Ratio	
Full-time	Part-time	Total	UG	GR	Total	PHYS	BSC
3.8	0.0	3.8	60.5	1.4	62.0	16.3	19.1

Note: FTE for part-time faculty = (total credit hours)/15. Adjustments to full-time faculty FTE were made for alternative responsibilities, leaves of absences or sabbaticals. FTE for undergraduate students = (total credit hours)/15; FTE for graduate students = (total credit hours)/12. Student/Faculty Ratio = (student FTE)/(faculty FTE).

# POLITICAL SCIENCE

## FALL 2001

Concentrations: American Politics, International Affairs, Legal Studies

2001 Graduates	Baccalaureate		Graduate	
	Male	Female	Male	Female
Number of Graduates	14	6	4	7

Enrollment*	Under-grads	Grads	Total
# of majors			
Male	51	15	66
Female	50	14	64
Total	101	29	130
% Female			
POLI	50%	48%	49%
BSC	61%	75%	64%
% Students of Color**			
POLI	5%	0%	5%
BSC	7%	3%	6%
# of minors			
Male	8	N/A	8
Female	6	N/A	6
Total	14	N/A	14

Full-time Faculty***	Men	Women
Professors	1	1
Associates Professors	3	0
Assistant Professors	2	0
Instructors	0	1
Total	6	2
	POLI	BSC
% Women	25%	41%
% Faculty of Color	13%	13%
% with terminal degree	88%	89%
% Tenured	71%	68%
Avg # of Years at BSC	10	14
Average Age	44	51
% part-time (based on FTE)	14%	28%

\*\*\* Includes faculty on leave or sabbatical

\* Includes double majors

\*\* Excludes international students

Level	Class Size					Total Sections	Avg Section Size	Enrollment Individual Instruction	Total Head-count	Credit Hours Generated
	1-10	11-20	21-30	31-40	41+					
Lower	0	4	3	3	7	17	33	0	560	1680
Upper	2	4	0	0	0	6	14	4	85	303
Grad	3	4	0	0	0	7	12	0	83	229
Total	5	12	3	3	7	30	24	4	728	2212

Note: Individual Instruction includes internships, practica, student teaching, performance studies and flight training.

Faculty FTE			Student FTE			Student/Faculty Ratio	
Full-time	Part-time	Total	UG	GR	Total	POLI	BSC
6.6	1.1	7.7	129.0	20.1	149.1	19.4	19.1

Note: FTE for part-time faculty = (total credit hours)/15. Adjustments to full-time faculty FTE were made for alternative responsibilities, leaves of absences or sabbaticals. FTE for undergraduate students = (total credit hours)/15; FTE for graduate students = (total credit hours)/12. Student/Faculty Ratio = (student FTE)/(faculty FTE).

# PSYCHOLOGY

## FALL 2001

Concentrations: Industrial-Personnel Psychology, Medical Psychology

2001 Graduates	Baccalaureate		Graduate	
	Male	Female	Male	Female
Number of Graduates	22	166	2	6

Enrollment*	Under-grads	Grads	Total
# of majors			
Male	82	5	87
Female	624	17	641
Total	706	22	728
% Female			
PSYC	88%	77%	88%
BSC	61%	75%	64%
% Students of Color**			
PSYC	7%	9%	6%
BSC	7%	3%	6%
# of minors			
Male	22	N/A	22
Female	76	N/A	76
Total	98	N/A	98

Full-time Faculty***	Men	Women
Professors	5	3
Associates Professors	0	1
Assistant Professors	4	2
Instructors	0	0
Total	9	6
	PSYC	BSC
% Women	40%	41%
% Faculty of Color	7%	13%
% with terminal degree	100%	89%
% Tenured	67%	68%
Avg # of Years at BSC	17	14
Average Age	50	51
% part-time (based on FTE)	24%	28%

\*\*\* Includes faculty on leave or sabbatical

\* Includes double majors

\*\* Excludes international students

Level	Class Size					Total Sections	Avg Section Size	Enrollment Individual Instruction	Total Head-count	Credit Hours Generated
	1-10	11-20	21-30	31-40	41+					
Lower	2	3	8	1	24	38	39	0	1464	4392
Upper	1	11	8	5	10	35	29	15	1039	3201
Grad	3	1	0	0	0	4	9	10	46	176
Total	6	15	16	6	34	77	33	25	2549	7769

Note: Individual Instruction includes internships, practica, student teaching, performance studies and flight training.

Faculty FTE			Student FTE			Student/Faculty Ratio	
Full-time	Part-time	Total	UG	GR	Total	PSYC	BSC
14.6	4.5	19.1	497.4	18.2	515.6	27.0	19.1

Note: FTE for part-time faculty = (total credit hours)/15. Adjustments to full-time faculty FTE were made for alternative responsibilities, leaves of absences or sabbaticals. FTE for undergraduate students = (total credit hours)/15; FTE for graduate students = (total credit hours)/12. Student/Faculty Ratio = (student FTE)/(faculty FTE).

# SOCIAL WORK

## FALL 2001

2001 Graduates	Baccalaureate		Graduate	
	Male	Female	Male	Female
Number of Graduates	3	39	N/A	N/A

Enrollment*	Under-grads	Grads	Total
# of majors			
Male	16	N/A	16
Female	142	N/A	142
Total	158	N/A	158
% Female			
SOWK	90%	N/A	90%
BSC	61%	75%	64%
% Students of Color**			
SOWK	11%	N/A	11%
BSC	7%	3%	6%
# of minors			
Male	0	N/A	0
Female	18	N/A	18
Total	18	N/A	18

Full-time Faculty***	Men	Women
Professors	0	1
Associates Professors	0	2
Assistant Professors	1	2
Instructors	0	0
Total	1	5
	SOWK	BSC
% Women	83%	41%
% Faculty of Color	33%	13%
% with terminal degree	100%	89%
% Tenured	67%	68%
Avg # of Years at BSC	9	14
Average Age	50	51
% part-time (based on FTE)	6%	28%

\*\*\* Includes faculty on leave or sabbatical

\* Includes double majors

\*\* Excludes international students

Level	Class Size					Total Sections	Avg Section Size	Enrollment Individual Instruction	Total Head-count	Credit Hours Generated
	1-10	11-20	21-30	31-40	41+					
Lower	0	1	3	0	0	4	23	0	90	270
Upper	4	7	0	0	0	11	14	51	204	696
Grad	0	0	0	0	0	0	0	0	0	0
Total	4	8	3	0	0	15	16	51	294	966

Note: Individual Instruction includes internships, practica, student teaching, performance studies and flight training.

Faculty FTE			Student FTE			Student/Faculty Ratio	
Full-time	Part-time	Total	UG	GR	Total	SOWK	BSC
5.8	0.4	6.2	63.9	0.5	64.4	10.4	19.1

Note: FTE for part-time faculty = (total credit hours)/15. Adjustments to full-time faculty FTE were made for alternative responsibilities, leaves of absences or sabbaticals. FTE for undergraduate students = (total credit hours)/15; FTE for graduate students = (total credit hours)/12. Student/Faculty Ratio = (student FTE)/(faculty FTE).

# SOCIOLOGY, ANTHROPOLOGY & CRIMINAL JUSTICE

## FALL 2001

Concentrations: Criminology, Third World Studies, Cultural Anthropology, Public Archeology

2001 Graduates	Baccalaureate		Graduate	
	Male	Female	Male	Female
Number of Graduates	48	88	0	0

Enrollment*	Under-grads	Grads	Total
# of majors			
Male	192	5	197
Female	252	5	257
Total	444	10	454
% Female			
SOAN	57%	50%	57%
BSC	61%	75%	64%
% Students of Color**			
SOAN	6%	10%	6%
BSC	7%	3%	6%
# of minors			
Male	5	N/A	5
Female	23	N/A	23
Total	28	N/A	28

Full-time Faculty***	Men	Women
Professors	5	1
Associates Professors	1	2
Assistant Professors	1	3
Instructors	0	0
Total	7	6
	SOAN	BSC
% Women	46%	41%
% Faculty of Color	39%	13%
% with terminal degree	100%	89%
% Tenured	62%	68%
Avg # of Years at BSC	14	14
Average Age	51	51
% part-time (based on FTE)	34%	28%

\*\*\* Includes faculty on leave or sabbatical

\* Includes double majors

\*\* Excludes international students

Level	Class Size					Total Sections	Avg Section Size	Enrollment Individual Instruction	Total Head-count	Credit Hours Generated
	1-10	11-20	21-30	31-40	41+					
Lower	1	1	4	10	20	36	40	0	1453	4359
Upper	8	8	4	8	3	31	23	26	743	2421
Grad	0	2	2	0	0	4	19	0	77	231
Total	9	11	10	18	23	71	32	26	2273	7011

Note: Individual Instruction includes internships, practica, student teaching, performance studies and flight training.

Faculty FTE			Student FTE			Student/Faculty Ratio	
Full-time	Part-time	Total	UG	GR	Total	SOAN	BSC
11.4	5.8	17.2	407.6	1.3	408.9	23.7	19.1

Note: FTE for part-time faculty = (total credit hours)/15. Adjustments to full-time faculty FTE were made for alternative responsibilities, leaves of absences or sabbaticals. FTE for undergraduate students = (total credit hours)/15; FTE for graduate students = (total credit hours)/12. Student/Faculty Ratio = (student FTE)/(faculty FTE).

# ELEMENTARY AND EARLY CHILDHOOD EDUCATION

## FALL 2001

2001 Graduates	Baccalaureate		Graduate	
	Male	Female	Male	Female
Number of Graduates	9	90	13	102

Enrollment*	Under-grads	Grads	Total
# of majors			
Male	66	20	86
Female	952	256	1208
Total	1018	276	1294
% Female			
ELED	94%	93%	93%
BSC	61%	75%	64%
% Students of Color**			
ELED	4%	0.4%	3%
BSC	7%	3%	6%
# of minors			
Male	N/A	N/A	N/A
Female	N/A	N/A	N/A
Total	N/A	N/A	N/A

Full-time Faculty***	Men	Women
Professors	4	3
Associates Professors	0	3
Assistant Professors	2	1
Instructors	0	0
Total	6	7
	ELED	BSC
% Women	54%	41%
% Faculty of Color	0%	13%
% with terminal degree	77%	89%
% Tenured	85%	68%
Avg # of Years at BSC	17	14
Average Age	57	51
% part-time (based on FTE)	30%	28%

\*\*\* Includes faculty on leave or sabbatical

\* Includes double majors

\*\* Excludes international students

Level	Class Size					Total Sections	Avg Section Size	Enrollment Individual Instruction	Total Head-count	Credit Hours Generated
	1-10	11-20	21-30	31-40	41+					
Lower	0	5	4	0	0	9	20	0	182	546
Upper	6	2	23	0	0	31	21	101	739	2616
Grad	0	6	4	0	0	10	20	25	223	626
Total	6	13	31	0	0	50	20	126	1144	3788

Note: Individual Instruction includes internships, practica, student teaching, performance studies and flight training.

Faculty FTE			Student FTE			Student/Faculty Ratio	
Full-time	Part-time	Total	UG	GR	Total	ELED	BSC
11.6	5.0	16.6	90.5	131.1	221.7	13.4	19.1

Note: FTE for part-time faculty = (total credit hours)/15. Adjustments to full-time faculty FTE were made for alternative responsibilities, leaves of absences or sabbaticals. FTE for undergraduate students = (total credit hours)/15; FTE for graduate students = (total credit hours)/12. Student/Faculty Ratio = (student FTE)/(faculty FTE).



# MOVEMENT ARTS, HEALTH PROMOTION & LEISURE STUDIES

## FALL 2001

Concentrations: Athletic Training, Coaching, Exercise Science/Health Fitness, Motor Development Therapy, Recreation, Teacher Certification

2001 Graduates	Baccalaureate		Graduate	
	Male	Female	Male	Female
Number of Graduates	52	60	9	13

Enrollment*	Under-grads	Grads	Total
# of majors			
Male	254	18	272
Female	241	36	277
Total	495	54	549
% Female			
MOVE	49%	67%	50%
BSC	61%	75%	64%
% Students of Color**			
MOVE	6%	4%	6%
BSC	7%	3%	6%
# of minors			
Male	11	N/A	11
Female	30	N/A	30
Total	41	N/A	41

Full-time Faculty***	Men	Women
Professors	7	3
Associates Professors	2	1
Assistant Professors	1	4
Instructors	0	0
Total	10	8
	<b>MOVE</b>	<b>BSC</b>
% Women	44%	41%
% Faculty of Color	6%	13%
% with terminal degree	83%	89%
% Tenured	78%	68%
Avg # of Years at BSC	18	14
Average Age	53	51
% part-time (based on FTE)	22%	28%

\*\*\* Includes faculty on leave or sabbatical

\* Includes double majors

\*\* Excludes international students

Level	Class Size					Total Sections	Avg Section Size	Enrollment Individual Instruction	Total Head-count	Credit Hours Generated
	1-10	11-20	21-30	31-40	41+					
Lower	9	36	27	0	0	72	19	0	1341	2236
Upper	7	17	9	9	0	42	20	61	906	2654
Grad	3	3	0	0	0	6	8	12	61	198
Total	19	56	36	9	0	120	19	73	2308	5088

Note: Individual Instruction includes internships, practica, student teaching, performance studies and flight training.

Faculty FTE			Student FTE			Student/Faculty Ratio	
Full-time	Part-time	Total	UG	GR	Total	MOVE	BSC
16.8	4.8	21.6	297.0	39.9	336.9	15.6	19.1

Note: FTE for part-time faculty = (total credit hours)/15. Adjustments to full-time faculty FTE were made for alternative responsibilities, leaves of absences or sabbaticals. FTE for undergraduate students = (total credit hours)/15; FTE for graduate students = (total credit hours)/12. Student/Faculty Ratio = (student FTE)/(faculty FTE).

# SECONDARY EDUCATION AND PROFESSIONAL PROGRAMS

## FALL 2001

Concentrations: Counseling, High School, Middle School, Educational Leadership,  
Instructional Technology, Library Media

2001 Graduates	Baccalaureate		Graduate	
	Male	Female	Male	Female
Number of Graduates	*	*	28	82

Enrollment*	Under-grads	Grads	Total
# of majors			
Male	*	83	83
Female	*	219	219
Total	*	302	302
% Female			
SEPP	*	73%	73%
BSC	61%	75%	64%
% Students of Color**			
SEPP	*	6%	6%
BSC	7%	3%	6%
# of minors			
Male	59	N/A	59
Female	104	N/A	104
Total	163	N/A	163

Full-time Faculty***	Men	Women
Professors	2	1
Associates Professors	1	4
Assistant Professors	2	3
Instructors	0	0
Total	5	8
	SEPP	BSC
% Women	62%	41%
% Faculty of Color	8%	13%
% with terminal degree	100%	89%
% Tenured	62%	68%
Avg # of Years at BSC	8	14
Average Age	53	51
% part-time (based on FTE)	35%	28%

\*\*\* Includes faculty on leave or sabbatical

\* Includes double majors

\*\* Excludes international students

Note: Students preparing for secondary education certification choose a liberal arts major; secondary education is their minor. "Majors" are degree-seeking students.

Level	Class Size					Total Sections	Avg Section Size	Enrollment Individual Instruction	Total Head-count	Credit Hours Generated
	1-10	11-20	21-30	31-40	41+					
Lower	1	2	8	19	2	32	33	0	1049	1389
Upper	8	3	1	0	0	12	9	13	126	522
Grad	3	29	9	0	0	41	16	152	807	2593
Total	12	34	18	19	2	85	21	165	1982	4504

Note: Individual Instruction includes internships, practica, student teaching, performance studies and flight training.

Faculty FTE			Student FTE			Student/Faculty Ratio	
Full-time	Part-time	Total	UG	GR	Total	SEPP	BSC
11.1	5.9	17.0	92.6	258.3	350.9	20.7	19.1

Note: FTE for part-time faculty = (total credit hours)/15. Adjustments to full-time faculty FTE were made for alternative responsibilities, leaves of absences or sabbaticals. FTE for undergraduate students = (total credit hours)/15; FTE for graduate students = (total credit hours)/12. Student/Faculty Ratio = (student FTE)/(faculty FTE).

# SPECIAL EDUCATION AND COMMUNICATION DISORDERS

## FALL 2001

Concentration: Communication Disorders

2001 Graduates	Baccalaureate		Graduate	
	Male	Female	Male	Female
Number of Graduates	3	52	7	30

Enrollment*	Under-grads	Grads	Total
# of majors			
Male	17	12	29
Female	196	117	313
Total	213	129	342
% Female			
SPED	92%	91%	92%
BSC	61%	75%	64%
% Students of Color**			
SPED	4%	2%	3%
BSC	7%	3%	6%
# of minors			
Male	5	N/A	5
Female	6	N/A	6
Total	11	N/A	11

Full-time Faculty***	Men	Women
Professors	2	3
Associates Professors	0	1
Assistant Professors	1	2
Instructors	0	0
Total	3	6
	SPED	BSC
% Women	67%	41%
% Faculty of Color	11%	13%
% with terminal degree	100%	89%
% Tenured	67%	68%
Avg # of Years at BSC	10	14
Average Age	51	51
% part-time (based on FTE)	19%	28%

\*\*\* Includes faculty on leave or sabbatical

\* Includes double majors

\*\* Excludes international students

Level	Class Size					Total Sections	Avg Section Size	Enrollment Individual Instruction	Total Head-count	Credit Hours Generated
	1-10	11-20	21-30	31-40	41+					
Lower	1	4	7	1	0	13	22	0	287	861
Upper	3	5	4	0	0	12	17	34	243	850
Grad	1	5	4	0	0	10	18	5	189	562
Total	5	14	15	1	0	35	19	39	719	2273

Note: Individual Instruction includes internships, practica, student teaching, performance studies and flight training.

Faculty FTE			Student FTE			Student/Faculty Ratio	
Full-time	Part-time	Total	UG	GR	Total	SPED	BSC
8.0	1.9	9.9	86.1	77.6	163.7	16.6	19.1

Note: FTE for part-time faculty = (total credit hours)/15. Adjustments to full-time faculty FTE were made for alternative responsibilities, leaves of absences or sabbaticals. FTE for undergraduate students = (total credit hours)/15; FTE for graduate students = (total credit hours)/12. Student/Faculty Ratio = (student FTE)/(faculty FTE).

# ACCOUNTING AND FINANCE

## FALL 2001

Concentrations: Accounting, Finance

2001 Graduates	Baccalaureate		Graduate	
	Male	Female	Male	Female
Number of Graduates	23	25	N/A	N/A

Enrollment*	Under-grads	Grads	Total
# of majors			
Male	141	N/A	141
Female	191	N/A	191
Total	332	N/A	332
% Female			
ACFI	58%	N/A	58%
BSC	61%	75%	64%
% Students of Color**			
ACFI	8%	N/A	8%
BSC	7%	3%	6%
# of minors			
Male	17	N/A	17
Female	17	N/A	17
Total	34	N/A	34

Full-time Faculty***	Men	Women
Professors	4	1
Associates Professors	0	0
Assistant Professors	0	2
Instructors	0	0
Total	4	3
	ACFI	BSC
% Women	43%	41%
% Faculty of Color	0%	13%
% with terminal degree	57%	89%
% Tenured	71%	68%
Avg # of Years at BSC	13	14
Average Age	54	51
% part-time (based on FTE)	30%	28%

\*\*\* Includes faculty on leave or sabbatical

\* Includes double majors

\*\* Excludes international students

Level	Class Size					Total Sections	Avg Section Size	Enrollment Individual Instruction	Total Head-count	Credit Hours Generated
	1-10	11-20	21-30	31-40	41+					
Lower	0	2	1	7	1	11	34	0	373	1119
Upper	0	10	11	3	3	27	25	4	683	2097
Grad	1	0	0	0	0	1	5	0	5	15
Total	1	12	12	10	4	39	27	4	1061	3231

Note: Individual Instruction includes internships, practica, student teaching, performance studies and flight training.

Faculty FTE			Student FTE			Student/Faculty Ratio	
Full-time	Part-time	Total	UG	GR	Total	ACFI	BSC
6.6	2.8	9.4	207.0	6.5	213.5	22.7	19.1

Note: FTE for part-time faculty = (total credit hours)/15. Adjustments to full-time faculty FTE were made for alternative responsibilities, leaves of absences or sabbaticals. FTE for undergraduate students = (total credit hours)/15; FTE for graduate students = (total credit hours)/12. Student/Faculty Ratio = (student FTE)/(faculty FTE).

# AVIATION SCIENCE

## FALL 2001

Concentrations: Airport Management, Aviation Management, Flight Training

2001 Graduates	Baccalaureate		Graduate	
	Male	Female	Male	Female
Number of Graduates	16	1	N/A	N/A

Enrollment*	Under-grads	Grads	Total
# of majors			
Male	153	N/A	153
Female	21	N/A	21
Total	174	N/A	174
% Female			
AVSC	12%	N/A	12%
BSC	61%	75%	64%
% Students of Color**			
AVSC	10%	N/A	10%
BSC	7%	3%	6%
# of minors			
Male	4	N/A	4
Female	0	N/A	0
Total	4	N/A	4

Full-time Faculty***	Men	Women
Professors	0	0
Associates Professors	0	0
Assistant Professors	3	1
Instructors	0	0
Total	3	1
	AVSC	BSC
% Women	25%	41%
% Faculty of Color	0%	13%
% with terminal degree	100%	89%
% Tenured	25%	68%
Avg # of Years at BSC	4	14
Average Age	48	51
% part-time (based on FTE)	0%	28%

\*\*\* Includes faculty on leave or sabbatical

\* Includes double majors

\*\* Excludes international students

Level	Class Size					Total Sections	Avg Section Size	Enrollment Individual Instruction	Total Head-count	Credit Hours Generated
	1-10	11-20	21-30	31-40	41+					
Lower	0	2	2	0	0	4	19	35	111	399
Upper	2	2	1	0	0	5	14	4	74	234
Grad	0	0	0	0	0	0	0	0	0	0
Total	2	4	3	0	0	9	16	39	185	633

Note: Individual Instruction includes internships, practica, student teaching, performance studies and flight training.

Faculty FTE			Student FTE			Student/Faculty Ratio	
Full-time	Part-time	Total	UG	GR	Total	AVSC	BSC
3.8	0.0	3.8	40.7	0.5	41.2	10.9	19.1

Note: FTE for part-time faculty = (total credit hours)/15. Adjustments to full-time faculty FTE were made for alternative responsibilities, leaves of absences or sabbaticals. FTE for undergraduate students = (total credit hours)/15; FTE for graduate students = (total credit hours)/12. Student/Faculty Ratio = (student FTE)/(faculty FTE).

# ECONOMICS

## FALL 2001

2001 Graduates	Baccalaureate		Graduate	
	Male	Female	Male	Female
Number of Graduates	4	2	0	0

Enrollment*	Under-grads	Grads	Total
# of majors			
Male	26	N/A	26
Female	12	N/A	12
Total	38	N/A	38
% Female			
ECON	32%	N/A	32%
BSC	61%	75%	64%
% Students of Color**			
ECON	16%	N/A	16%
BSC	7%	3%	6%
# of minors			
Male	2	N/A	2
Female	1	N/A	1
Total	3	N/A	3

Full-time Faculty***	Men	Women
Professors	2	1
Associates Professors	1	0
Assistant Professors	1	0
Instructors	0	0
Total	4	1
	<b>ECON</b>	
% Women	20%	41%
% Faculty of Color	40%	13%
% with terminal degree	80%	89%
% Tenured	100%	68%
Avg # of Years at BSC	18	14
Average Age	52	51
% part-time (based on FTE)	26%	28%

\*\*\* Includes faculty on leave or sabbatical

\* Includes double majors

\*\* Excludes international students

Level	Class Size					Total Sections	Avg Section Size	Enrollment Individual Instruction	Head-count	Credit Hours Generated
	1-10	11-20	21-30	31-40	41+					
Lower	0	4	3	5	3	15	30	0	454	1362
Upper	0	2	0	1	0	3	24	0	72	216
Grad	0	0	0	0	0	0	0	0	0	0
Total	0	6	3	6	3	18	29	0	526	1578

Note: Individual Instruction includes internships, practica, student teaching, performance studies and flight training.

Faculty FTE			Student FTE			Student/Faculty Ratio	
Full-time	Part-time	Total	UG	GR	Total	ECON	BSC
4.0	1.4	5.4	100.8	1.0	101.8	18.9	19.1

Note: FTE for part-time faculty = (total credit hours)/15. Adjustments to full-time faculty FTE were made for alternative responsibilities, leaves of absences or sabbaticals. FTE for undergraduate students = (total credit hours)/15; FTE for graduate students = (total credit hours)/12. Student/Faculty Ratio = (student FTE)/(faculty FTE).

# MANAGEMENT

## FALL 2001

Concentrations: General Management, Information Systems Management, Energy and Environmental Resources Management, Global Management, Marketing, Transportation

2001 Graduates	Baccalaureate		Graduate	
	Male	Female	Male	Female
Number of Graduates	53	60	0	0

Enrollment*	Under-grads	Grads	Total
# of majors			
Male	367	15	382
Female	329	9	338
Total	696	24	720
% Female			
MGMT	47%	38%	47%
BSC	61%	75%	64%
% Students of Color**			
MGMT	9%	4%	9%
BSC	7%	3%	6%
# of minors			
Male	29	N/A	29
Female	40	N/A	40
Total	69	N/A	69

Full-time Faculty***	Men	Women
Professors	4	3
Associates Professors	2	1
Assistant Professors	1	0
Instructors	1	0
Total	8	4
	MGMT	BSC
% Women	33%	41%
% Faculty of Color	8%	13%
% with terminal degree	92%	89%
% Tenured	70%	68%
Avg # of Years at BSC	10	14
Average Age	56	51
% part-time (based on FTE)	10%	28%

\*\*\* Includes faculty on leave or sabbatical

\* Includes double majors

\*\* Excludes international students

Level	Class Size					Total Sections	Avg Section Size	Enrollment Instruction	Total Head-count	Credit Hours Generated
	1-10	11-20	21-30		41+					
Lower	0	5	2	12	1	20	30	0	607	1821
Upper	1	12	6	2	0	21	20	6	429	1359
Grad	3	3	1	0	0	7	13	0	89	267
Total	4	20	9	14	1	48	23	6	1125	3447

Note: Individual Instruction includes internships, practica, student teaching, performance studies and flight training.

Faculty FTE			Student FTE			Student/Faculty Ratio	
Full-time	Part-time	Total	UG	GR	Total	MGMT	BSC
11.0	1.2	12.2	208.2	22.5	230.7	18.9	19.1

Note: FTE for part-time faculty = (total credit hours)/15. Adjustments to full-time faculty FTE were made for alternative responsibilities, leaves of absences or sabbaticals. FTE for undergraduate students = (total credit hours)/15; FTE for graduate students = (total credit hours)/12. Student/Faculty Ratio = (student FTE)/(faculty FTE).

## Glossary

**Academic Year** - Consecutive fall and spring semesters. For example: AY 01-02 refers to the interval from Fall 2001 to Spring 2002.

**Accepted** - Admitted by the institution.

**Census Date** - Date on which official enrollment data are extracted from the student information system. This generally occurs in the fourth week of the semester.

**Class** - Alumni who graduated in a fiscal year (between July 1 in one year and June 30 in the next year). For example, a student graduating between July 1, 2001 and June 30, 2002 belongs to the class of '02.

**Cohort** - All students who entered the institution at the same time; usually designated by matriculation year.

**Cumulative GPA** - The grade point average calculated on all work completed at BSC.

**Enrolled** - Registered at time of semester census date.

**First-Time Freshmen** - Freshmen attending any college for the first time, including those with Advanced Placement credit and those who have earned college credits prior to high school graduation and/or during summer session between high school and college matriculation.

**Fiscal Year** - Funding year that includes July 1 through June 30. For example: FY 2002 refers to the fiscal year from July 1, 2001 through June 30, 2002.

**Freshman** - An enrolled student with fewer than 24 accumulated credit hours.

**Full-Time Equivalent (FTE) Enrollment** - Full-time equivalent enrollment is based on the following formula:  $\text{Undergraduate FTE} = \text{semester credit hours} / 15$ ;  $\text{Graduate FTE} = \text{semester credit hours} / 12$ .

**Full-Time Equivalent Faculty** - Each full-time faculty member is counted as one FTE; however, adjustments are made for alternative responsibilities. For part-time faculty,  $\text{FTE faculty} = (\text{total credit hours}) / 15$ .

**Full-Time Faculty/Staff** - Faculty/staff employed 100% time; faculty on annual sabbatical leave not included.

**Full-Time Student** - Undergraduates: Students registered for 12 or more credit hours at the census date; Graduate Students: Students registered for 9 or more credit hours at the census date.

**Graduate Division** - Courses numbered 500 and above.



**Gross Square Feet (GSF)** - The sum of all areas on all floors of a building included within the outside faces of its exterior walls, including floor penetration areas, however insignificant, for circulation and shaft areas that connect one floor to another.

**HEIRS** – The Higher Education Information Resource System is a data warehouse developed by the Massachusetts Board of Higher Education.

**Junior** - An enrolled student with 54.0 - 83.5 accumulated credit hours.

**Lower Division** - Courses numbered 000 to 299.

**Matriculated** - Enrolled in a degree program.

**Monograph** - A separate treatise on a single subject or class of subjects or on one person, usually detailed in treatment but not extensive in scope and often containing bibliographies.

**Need-Based Financial Aid** - Aid in the form of scholarships, grants, loans, and student employment awarded to students on the basis of demonstrated financial need.

**Net Assignable Square Feet (NASF)** - The sum of all areas on all floors of a building assigned to, or available for assignment to, an occupant or specific use.

**Non-Matriculated** - Not enrolled in a degree program.

**Non-Need Based Financial Aid** - Aid in the form of scholarships, grants, loans, and student employment not based on demonstrated financial need.

**Non-Resident** - A student paying out-of-state tuition.

**Net Square Feet (NSF)** - The sum of all areas on all floors of a building assigned to, or available for assignment to, an occupant or specific use, or necessary for the general operation of a building.

**Part-Time Student** - Undergraduates: Students registered for fewer than 12 credit hours at the census date; Graduate Students: Students registered for fewer than 9 credit hours at the census date.

**Residency** - Either in-state or out-of-state, determined for tuition purposes.

**Resident** - A student paying in-state tuition.

**Retention Rate** - The percentage of students enrolled from fall semester to fall semester.

**SAT Score** - Scholastic Aptitude Test score.

**Senior** - An enrolled student with at least 84 accumulated credit hours.

**Serial** - Any publication issued in successive parts appearing at intervals--usually regular ones--and as a rule intended to be continued indefinitely. The term includes periodicals, newspapers,

annuals, numbered monographic series, and the proceedings, transactions, and memoirs of societies.

**Sophomore** - An enrolled student with 24.0 - 53.5 accumulated credit hours.

**Student Credit Hour (SCH)** - The sum of credits attempted by students enrolled in a course as of the census date.

**Student Faculty Ratio** - The ratio of student FTE to faculty FTE.

**Staff** - Non-faculty appointments including executive, professional secretarial/clerical positions, technical/paraprofessional positions, skilled crafts, and service maintenance positions.

**Student Level** - An indication of a student's progress toward a degree: freshman, sophomore, junior, senior, unclassified.

**Titles** - The number of bibliographic records in the library's on-line catalog.

**Transfer Student** - A student who earned 12 or more credits at another higher education institution prior to enrolling at BSC.

**Unclassified** - A non-degree seeking student who cannot be classified into a student level because he or she is not pursuing a degree.

**Undeclared** - A student who has not specified a major program.

**Upper Division** - Courses numbered 300-499.

**Volumes** - The number of item records in the library's on-line catalog.